



NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE



TEACHER'S RESOURCE BOOK

ISLAMIC RELIGIOUS EDUCATION

PRIMARY THREE



TEACHER'S RESOURCE BOOK

**ISLAMIC
RELIGIOUS
EDUCATION**

PRIMARY THREE



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List of Acronyms

IRE: Islamic Religious Education

MoES: Ministry of Education and Sports

NCDC: National Curriculum Development Centre



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 Three teachers to enable them deliver the Islamic Religious Education (IRE) lessons effectively. The Resource Book presents the breakdown of IRE lessons for Primary Three, and provides a variety of suggested methods to be used by the teacher during lesson delivery. The Resource Book further provides a variety of suggested activities, key messages and verses of the week 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 Primary Three Islamic Religious Education content presented in the Primary Three 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.



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The National Curriculum Development Centre takes responsibility of 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.



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Introduction

Islamic Religious Education (IRE) is an important part of the Primary School Curriculum. It is intended to achieve the aims and objectives of Primary Education which focuses on moral and character education, and include the following:

- i) Instilling the value of living and working cooperatively with other people and caring for others in the community
- ii) Developing cultural, moral and spiritual values of life
- iii) Developing discipline and good manners

This Resource Book is designed to enable you guide the learners to develop moral, ethical and spiritual values by teaching as provided for on the timetable. The result shall be the development of high level discipline among the learners, improved academic performance and enabling them live in a peaceful society.

Purpose of the Teacher's Resource Book

This Resource Book has been provided to ease the teaching and learning of IRE in Primary Three. It provides a breakdown of the syllabus content into teachable lessons for the entire year. The content of IRE, unlike that of the other learning areas, is not presented in the general matrix of the Thematic Curriculum. This is because it could not easily follow the themes which were identified to teach other learning areas. The content of the IRE syllabus is presented after the 12th theme in the P3 curriculum.

The information you need to effectively teach IRE includes:

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

How to Use this Resource Book

Use the Resource Book together with the IRE content in the Thematic Curriculum, the Qur'an, Hadith and any other support materials when preparing and teaching IRE. Always make a reference to Yasaruna as it simplifies reading of the Arabic Alphabet.

During scheming and lesson planning, study the suggested activities for each lesson and identify the relevant examples in real life situations. Use key message during each lesson and encourage learners to live by the message. Ensure that you connect the teaching with 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 opportunity 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 methods that promote effective teaching and learning of IRE.

Language of Instruction

The medium of instruction at Primary Three level is the language which learners are familiar with. You will need to translate content, including Surahs, songs, rhymes, poems and stories into the relevant language of instruction for effective delivery of lessons.

This Resource Book provides both the Arabic and English translation of the surahs.

General Procedure of Teaching Islamic Religious Education

The teaching of IRE uses the Life Theme Approach. The teaching and learning process starts with the learner's experience followed by the experience of others. These experiences are then looked at in light of the Qur'an. The learners are then encouraged to respond to the message and to live it. In summary, the teaching and learning experience follows this procedure:

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 a IRE lesson.

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

Lesson Plan Structure in this Resource Book

Each lesson in this Resource Book is composed of the following structure:

Theme: This is as provided in the P3 Curriculum

Sub-theme: This is as provided in the P3 Curriculum

Learning outcome: This is as provided in the P3 Curriculum

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

Qur'an reference: These are relevant Qur'an verses/surahs/ hadith texts in relation to the content of a given lesson.

Key message: This is derived from the Qur'an reference and has been related to the experiences of the learners. It is a simple statement which learners can understand.

Key term(s): These are terms 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. In some instances, however, they may have been rephrased for clarity.

Life skills: You are expected to observe these as learners express themselves and relate with others 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. Guide the learners on values development.

Methods: Suggested methods have been included under each lesson in this Resource Book but you are free to use any other method of your choice 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 format 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 assess are provided under each lesson. These are meant to help you assess the progress of the learners as they learn and you are expected to record this progress for each learner.

Note: Remember to assess knowledge and attitudes.

Sample activity: Relevant sample activities such as rhymes, poems, stories, exercises, project work, songs role plays, prayers and Qur'an text 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 (SNE) is an important aspect in education today. You will need to identify learners with special needs in your class and cater for them. Seek guidance from specialist persons in SNE where necessary.

Note: Always invite a resource person to support you where need be.

Sample Scheme of Work

P3 IRE Scheme of Work, Term 1, 2019

Wk	Pd	Day	Theme	Sub-theme	Content	Competences	Methods	Life skills/indicators and values	Activities	Instructional Resources	Ref	Rem
1	1	Monday	Fiqh (Practice)	Nullifiers of Swalat	<p>Nullifiers of Swalat</p> <ul style="list-style-type: none"> -Swalat (prayer) -Nullifier (anything that spoils prayer) -Nullify <p>Breaking ablution during prayer</p> <p>Omitting/leaving out one of the obligatory acts of prayer</p> <p>Eating or drinking during prayer</p> <p>Talking to someone during prayer</p> <p>Laughing during prayer</p> <ul style="list-style-type: none"> • Turning a chest away from the direction of the Holy Ka 'bah • Reciting the Noble Qur'an incorrectly • Having something impure on the body at the place of prayer 	<p>The learner;</p> <ul style="list-style-type: none"> -defines nullifiers of Swalat. -identifies the nullifiers of swalat. -names the nullifiers of swalat. 	<p>Demonstration</p> <p>-Recitation</p>	<p><u>Effective Communication</u></p> <ul style="list-style-type: none"> -accuracy -articulation <p><u>Critical thinking</u></p> <ul style="list-style-type: none"> -making the best use of information <p><u>Values</u></p> <ul style="list-style-type: none"> -respecting prayer -Sharing ideas before and after swalat 	<p>- Mentioning the nullifiers of swalat.</p> <p>-Observing nullifiers of swalat on the chart.</p> <p>-Reading nullifiers of swalat on the chart</p> <p>-Reciting: Surat Al-Maa-uun. 107: 4-5;</p>	<p>-A chart showing things that nullify prayer.</p> <p>-Markers</p> <p>-Manilas</p>	<p>Holy Quran</p> <p>Hadith Books</p> <p>Prayer Books</p>	

Sample Lesson Plan

Date	Subject	Class	Time	No. of Pupils
15/05/2018	IRE	P3	08:00 – 08:30	100

Theme: Fiqh (practices)

Sub-theme: Nullifiers of Swalat

Competences: The learner:

- defines nullifiers of swalat.
- identifies the nullifiers of swalat.
- names the nullifiers of swalat.

Methods:

- Guided discussion
- Demonstration
- Role play

Life Skills and Values:

Communication - confidence - accuracy - articulation

Critical thinking - making the best use of information,

Values - respecting prayer, sharing ideas before and after swalat

Instructional materials: Hadith, a chart showing things that nullify prayer, manilas, markers, masking tape.

Reference: Holy Quran, Hadith books, prayer books

Procedure:

Steps	Time	Teacher's Activities	Learner's Activities
1	05 Mins	<p><u>Our experience</u></p> <ul style="list-style-type: none"> • Using learners' experience to discover whether they can mention the nullifier of swalat. 	<ul style="list-style-type: none"> • Mentioning the nullifiers of swalat known to them.
2	15 Mins	<p><u>God's message</u></p> <ul style="list-style-type: none"> • Displaying a chart showing nullifiers of swalat. 	<ul style="list-style-type: none"> • Reading the nullifiers of swalat as a class, group and individually

Steps	Time	Teacher's Activities	Learner's Activities
		<ul style="list-style-type: none"> Instructing learners to read from the chart as a class, group and individually. Discussing nullifiers of swalat. Demonstrating some of the activities that nullify swalat. 	<ul style="list-style-type: none"> Demonstrating some of the activities that nullify swalat like how the teacher did.
3	7 Mins	<p><u>Our response</u></p> <ul style="list-style-type: none"> Guiding learners to share lessons learnt. Identifying nullifiers of sulat under Lesson 1 Week 7 in the Resource Book 	<ul style="list-style-type: none"> Sharing lessons learnt Writing nullifiers of swalat
4	3 Mins	<ul style="list-style-type: none"> Guiding learners to recite surat Al-maa-uun 	<ul style="list-style-type: none"> Surat Al-Maa-uun. 107: 4-5; <i>"Fawayilu lil-muswalliin; Alladhiina Hum an-swalaatihim sahuun"</i> (So woe to those performers of Swalat; those who delay their Swalat from their stated fixed times – and arrogant to it in all aspects)

Self-evaluation:

 Strong points:

 Challenges:

 Way forward:

TERM 1 WEEK 1

THEME: Reading from the Quran

SUB-THEME: Nature of the Quran

Learning Outcome

The learner should be able to understand and appreciate the aspects of holiness of the Qur'an for meaningful religious practices and spiritual growth.

LESSON 1: Recognition of the Arabic Alphabet

References

Qur'an, Yasarna Pg.1, Arabic alphabet chart

Key message

The Arabic alphabet is the key to reading of the Qur'an.

Key term	Competences
<ul style="list-style-type: none"> Alphabet-script 	The learner <ol style="list-style-type: none"> identifies the Arabic alphabet. recognises the Arabic alphabet. reads the Arabic alphabet.

Life Skills: Indicators

- Effective communication: audibility, pronunciation, articulation, fluency
- Critical thinking: responding to questions appropriately

Values

- i) Appreciating the Arabic alphabet
- ii) Recognising the Arabic alphabet
- iii) Patience in learning the alphabet

Methods

Guided discovery, recitation, demonstration

Instructional Materials

Resource person where need be, a chart showing Arabic and Latin alphabets, Yasarna, flash cards

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Leading learners to recite a prayer • Guiding learners to identify the Arabic alphabet from the chart • Guiding learners to read the Arabic alphabet from the chart with correct pronunciation • Making learners recognise the Arabic alphabet • Making learners practise reading with correct pronunciation • Guiding learners to recite the verse of the week 	<ul style="list-style-type: none"> • Reciting a prayer • Identifying letters of the Arabic alphabet from charts • Reading the Arabic alphabet from the chart with correct pronunciation • Recognising the Arabic alphabet • Practising reading the Arabic alphabet with correct pronunciation • Reciting the verse of the week. (<i>Surat Al-alaq 96: 1</i>)

Verse of the week: “Read in the name of your Lord who has created all that exists”. *Surat Al-alaq 96: 1*

Guidance on Assessment

Assess the learners on reading the Arabic alphabet with correct pronunciation.

Sample Activity

Ask the learners to practise reading the Arabic alphabet several times.

Hints for the Teacher

- i) Use Yasarna to teach the Arabic alphabet.
- ii) Use flash cards/letters cards and ask learners to identify and tell the name and sound of the letter.
- iii) Call individual learners to read.

Lesson 2: Pronunciation of the Alphabet

References

Qur'an, Yasarna Pg.1, Arabic alphabet chart

Key message

Pronouncing Arabic alphabet correctly makes my prayer life meaningful.

Key term	Competences
<ul style="list-style-type: none"> • Arabic alphabet 	The learner <ol style="list-style-type: none"> i) reads the Arabic alphabet. ii) pronounces the Arabic letters correctly. iii) practices reading and pronouncing Arabic alphabet correctly.

Life Skills Indicators

- i) Effective communication: fluency, audibility, pronunciation
- ii) Critical thinking: responding to questions appropriately

Values

- i) Appreciating the Arabic alphabet
- ii) Recognising the Arabic alphabet

Methods

Recitation, demonstration

Instructional Materials

Resource person where need be, Arabic alphabet chart, Yasarna, markers, charts, masking tape, CDs/video

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners on how to read and pronounce the Arabic alphabets correctly • Using audio-visual gadgets to guide learners on how to read and pronounce letters correctly. • Guiding learners to practise reading and pronouncing the Arabic alphabet • Guiding learners to recite Surat Al-alaaq 96: 1 	<ul style="list-style-type: none"> • Listening to the teacher's pronunciation • Reading the Arabic alphabet with correct pronunciation • Practising reading the alphabet several times • Reciting Surat Al-alaaq 96: 1 "Read in the name of your Lord who has created all that exists"

Guidance on Assessment

Assess the learners on reading the Arabic alphabet with correct pronunciation.

Sample Activity

Let learners play a game while reading out the Arabic letters with correct pronunciation.

Hint for the Teacher

- i) Prepare a chart with letters of the Arabic alphabet.
- ii) Cut letters and put them in a basket. Let learners pick at random and read them out with correct pronunciation.
- iii) Ensure that the letters are neat and correctly written for the whole class to read.

Lesson 3: Writing Letters of the Arabic Alphabet

References

Qur'an, Yasarna Pg.1, Arabic alphabet chart

Key message

Letters of Arabic alphabet enable me to read the words of Allah (Qur'an).

Key term	Competences
<ul style="list-style-type: none"> Arabic alphabet 	The learner <ol style="list-style-type: none"> reads the Arabic alphabetical letters. writes the Arabic alphabetical letters correctly.

Life Skills Indicator

Creative thinking: finding different ways of doing things

Values

- Appreciating the Arabic alphabet
- Determination to learn the Arabic alphabet
- Patience in learning the Arabic alphabet

Methods

Demonstration, guided discovery

Instructional materials

A chart showing the Arabic alphabet

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to read the Arabic alphabet • Demonstrating in the air how Arabic letters are written • Giving dotted Arabic letters for learners to trace • Guiding learners to write letters on slates or sand trays • Guiding learners to write Arabic letters in their books • Reciting the verse of the week 	<ul style="list-style-type: none"> • Reading the Arabic alphabet • Writing the Arabic alphabet letters in air • Tracing the given dotted Arabic letters • Practising writing letters on slates or on sand trays • Writing letters in their books with guidance from the teacher • Reciting the verse of the week.(Surat Al-alaq 96: 1)

Verse of the week: “Read in the name of your Lord who has created all that exists”. *Surat Al-alaq 96: 1 “i Qra.a bismi rabbika alla-zii khalak*

Guidance on Assessment

- i) Assess the learner's articulation as he/she reads the Arabic alphabet individually.
- ii) Assess the learners' appreciation as he/she writes the letters of the Arabic alphabet.

Sample Activity

Instruct the learners to practise writing letters of the Arabic alphabet.

Hint for the Teacher

Use Yasarna to teach the Arabic alphabet.

WEEK 2

Lesson 1: Units of the Qur'an. Ayah (Verse)

Reference

Qur'an, Yasarna Juzu

Key message

I can read the Qur'an and identify a verse/ayah.

Key terms	Competences
<ul style="list-style-type: none"> • Ayah: means verse • Qur'an: the sacred book of Allah 	The learner <ul style="list-style-type: none"> i) identifies the verse from the Qur'an. ii) recites the ayah/verse correctly.

Life Skills Indicators

- Effective communication: fluency, audibility, articulation
- Decision-making: deciding on whether it is a verse or a word
- Critical thinking: making the best use of the information that you have

Values

- Appreciating the teaching of Surat Al-Muzamil
- Patience in reading the Qur'an in the way it is supposed to be
- Respecting the Qur'an

Methods

Guided discovery, recitation, demonstration

Instructional Materials

Resource person, Qur'an, flashcards, coloured pencils/crayons

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Leading learners to recite a prayer • Guiding learners to identify verses from the Qur'an • Guiding learners to read verses correctly in a loud voice • Making learners practise reading the verses known to them • Reciting the verse of the week from Qur'an 	<ul style="list-style-type: none"> • Reciting a prayer • Identifying verses from Surat Al-Muzamil • Reading verses loudly • Practising reading the verses from the Qur'an • Reciting the verse of the week. (Surat Al-muzammil 73: 4)

Verse of the week: "... And recite the Qur'an (aloud) in a slow pleasant tone and style)". Surat Al-muzammil 73: 4

"Warattil -li- Qura'na tartiilan"

Guidance on Assessment

- i) Assess the learner's correct pronunciation as he/ she reads the verses.
- ii) Assess the learner's articulation as he/she recites Surat Al-Muzammil 73:4 *"Warattil -li- Qura'na tartiilan"*.

Sample Activity

Ask the learner to reorganise a jumbled surah.

Hint to the Teacher

- Write a short Surah known to the learners. Make cut-outs of the verses and instruct learners to read them. Disorganise the cut-outs and make learners organise them into a complete Surah.
- Display a complete Surah on a chart. Read out cut-outs of jumbled verses and make learners organise them according to the displayed one.
 - Write on a chart short Surahs known to the learners. Instruct them to shade verses using different colours for each verse.
 - In groups, provide cut-out verses in a jumbled way and make learners organise them correctly.

Lesson 2: Surah (Chapter) in the Qur'an

Reference

Qur'an, Juzu, Islamic CDs

Key message

Allah wants me to know how to read the Qur'an.

Key term	Competences
<ul style="list-style-type: none"> • Surah - chapter 	The learner <ol style="list-style-type: none"> identifies the Surahs from the Qur'an. recites the Surahs with correct pronunciation.

Life Skills Indicators

- Effective communication: audibility, fluency, pronunciation
- Decision-making: acceptance, asking questions

Values

- Appreciating the different Surahs in the Qur'an
- Be responsible for protecting the Surahs in the Qur'an
- Respecting all the Surahs in the Qur'an

Methods

Recitation, demonstration

Instructional Materials

Qur'an, Juzu, Islamic CDs, manila charts, markers, masking tape, resource person

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guiding learners to identify Surah from the Qur'an Guiding learners to recite the Surah with correct pronunciation Instructing learners to practise the recitation with correct pronunciation Letting learners recite the verse of the week 	<ul style="list-style-type: none"> Identifying Surah from the Qur'an Reciting the Surah with correct pronunciation Practising the recitation with correct pronunciation as a class, groups and individually Reciting the verse of the week (<i>Surat Al-muzammil 73: 4</i>)

Verse of the week: "... And recite the Qur'an (aloud) in a slow pleasant tone and style)". *Surat Al-muzammil 73: 4* "Warattil -li- Qura'na tartiilan"

Guidance on Assessment

Assess the learner's

- logical thinking as he/she identifies the Surah.
- pronunciation on Reciting the Surah.

Sample Activity

Ask the learner to write the Surah.

Hint for the Teacher

- Let learners know that verses make up a Surah e.g. a Surah may be composed of 10 verses.
- Demonstrate reciting the Surah as learners respond.

Lesson 3: Juzu (Section)

Reference

Qur'an, Juzu

Key message

The Juzu in the Qur'an makes me understand the words of Allah better.

Key term	Competences
<ul style="list-style-type: none"> Juzu - Section 	<p>The learner</p> <ul style="list-style-type: none"> i) identifies the Juzu from the Qur'an. ii) identifies the number of Juzus in the Qur'an.

Life Skills Indicators

- i) Effective communication: audibility, pronunciation
- ii) Critical thinking: responding to questions appropriately, taking decisions, making the best use of the information that you have

Values

- i) Sharing with one another the knowledge of Juzu and Surah
- ii) Respecting the Juzu found in the Qur'an
- iii) Appreciating the Juzu as a section of the Qur'an

Methods

Guided discovery, think-pair-share

Instructional Materials

Yasarna, Juzu, Qur'an

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guiding learners to recite a known Surah Guiding learners to identify the Juzu from the Qur'an Guiding learners to identify the number of Juzus in the Qur'an Guiding the learners to tell the difference between a Surah and a Juzu Guiding learners to recite the verse of the week 	<ul style="list-style-type: none"> Reciting a known Surah Identifying the Juzu from the Qur'an Identifying the number of Juzus in the Qur'an Telling the difference between a Surah and a Juzu Reciting the verse of the week (<i>Surat Al-muzammil 73: 4</i>)

Verse of the week: “... And recite the Qur’an (aloud) in a slow pleasant tone and style”. Surat Al-muzammil 73: 4”
“Warattil –li- Qura’na tartiilan”

Guidance on Assessment

- i) Assess the learners’ logical thinking as he/she identifies the Juzu from the Qur’an.
- ii) Assess the learner’s audibility as he/she tells the number of Juzu’s in the Qur’an.

Sample Activity

Let the learners

- i) give the meaning of the word Juzu.
- ii) mention the number of Juzu’s in the Qur’an.
- iii) differentiate between a Surah and a Juzu.

WEEK 3

Lesson 1: Nature of the Qur'an

Reference

Qur'an

Key message

Qur'an is a divine book that helps me live Godly life.

Key terms	Competences
<ul style="list-style-type: none"> • divine: emanating from God • nature: essential qualities by which something is recognised 	<p>The learner</p> <ul style="list-style-type: none"> i) describes the nature of the Qur'an. ii) appreciates the divine nature of the Qur'an.

Life Skills Indicators

- i) Effective Communication: audacity, accuracy
- ii) Critical thinking: responding to questions, analysing statements, taking decisions

Values

- i) Appreciating the Qur'an as a divine book of Allah
- ii) Respecting the Qur'an and preserving it in its original
- iii) Accepting the Qur'an as the word of Allah

Methods

Guided discussion, storytelling, recitation

Instructional Materials

Qur'an, Hadith (Swahili Bukhari, Muslim), Islamic CDs, resource person where need be

Teacher's Activities:	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite a known Surah • Telling a story about the first revelation of the Qur'an to the Prophet Muhammad (PBUH) in the cave of Hira • Sharing with learners the divine nature of the Qur'an • Reciting a rhyme about the nature of a Qur'an • Guiding learners to say a prayer thanking God for the Qur'an which is the divine word of Allah • Asking learners to recite <i>Surat Al-buruuj 85: 21-22</i> "Bal-huwamQura'nul majiid fii lawhin mahfuuzu" 	<ul style="list-style-type: none"> • Reciting a known Surah • Listening to the story and answering questions • Telling the divine nature of the Qur'an. • Reciting a rhyme about the divine nature of a Qur'an • Saying a prayer thanking God for the Qur'an which is the divine word of Allah • Reciting: <i>Surat Al-buruuj 85: 21-22</i> "May! This is a Glorious Qur'an" inscribed in the preserved tablet. "Bal-huwamQura'nul majiid fii lawhin mahfuuzu"

Guidance on Assessment

Assess the learners on

- i) choice making as he/she gives at least 3 features of the Qur'an which show its divine nature.
- ii) audibility as he/she recites a rhyme about the divine nature of the Qur'an.

Sample Activity

Let the learner recite a rhyme:

The Qur'an is holy

Perfect book of Allah

Contains words of Allah

It is above all other books.

Hint for the Teacher

Note that the Qur'an is holy, perfect, contains words of Allah and therefore is above all other books.

Lesson 2: How the Qur'an Text should be kept

Reference

Qur'an, Chapter 15: 9 (verse) *"Innaa nahnu nazzalnaa zhikra wa innaa lahu-lahaafizuuna"*

Key message

Allah wants me to keep the Qur'an in a proper manner since it is a Holy book.

Key term	Competences
<ul style="list-style-type: none"> • Holy 	The learner <ol style="list-style-type: none"> explains how the Qur'an text should be kept. demonstrates how the Qur'an should be handled. demonstrates how the Qur'an should be kept.

Life Skills Indicators

- Self-awareness: knowing one's position and responsibility
- Problem solving: making a choice

Values

- Appreciating the text in the Qur'an
- Respecting the words of Allah
- Responsible for the Qur'an
- Taking care of the Qur'an

Methods

Demonstration, brainstorming, recitation

Instructional Materials

Word cards, Islamic CDs

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guiding learners to recite a rhyme about the divine nature of a Qur'an Guiding learners to brainstorm how they keep things they like at home Sharing with learners how the Qur'an should be kept Demonstrating how the Qur'an should be handled Making learners practise keeping the Qur'an Leading learners to recite the verse of the week 	<ul style="list-style-type: none"> Reciting a rhyme about the divine nature of a Qur'an Telling how they keep things they like at home Telling how the Qur'an should be kept Observing as the teacher demonstrates how to keep the Qur'an Practising keeping the Qur'an well Reciting verse of the week (<i>Surat Al-buruuj 85: 21-22</i>)

Verse of the week: *Surat Al-buruuj 85: 21-22* "May! This is a Glorious Qur'an" inscribed in the preserved tablet. "Bal-hawa Qura'n li-majiidu fii lawhin mahfuuz"

Guidance on Assessment

Assess the learner's

- logical reasoning as he/she explains how to keep the Qur'an.
- confidence as he/she practises keeping the Qur'an well.

Sample Activity

- Role play how the Qur'an should be handled and kept.
- Talk show how the Qur'an should be kept.

Hints for the Teacher

Note: A Qur'an should be kept in a clean raised place. Nothing should be on top of the Qur'an.

Lesson 3: People who should not Read the Qur'an

Reference

Holy Qur'an

Key message

Allah tells me to read the Qur'an when I am clean.

Key term	Competences
<ul style="list-style-type: none">• unclean - dirty	<p>The learner</p> <ul style="list-style-type: none">i) identifies people who should not read the Qur'an.ii) gives reasons why some people should not read the Qur'an.

Life Skills Indicators

Effective communication: confidence, meaningfulness

Decision-making: acceptance, refusal, asking questions

Values

- i) Appreciating the fact that the Qur'an should be handled when one is clean.
- ii) Caring for the Qur'an

Methods

- i) Demonstration
- ii) Guided discovery

Instructional Materials

Qur'an, real life experience, manila chart/ flash, cards, markers, masking tape

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Leading learners to say a prayer thanking God for the Qur'an • Reading the verses from the Qur'an concerning people who should not read the Qur'an • Sharing with learners the type of people who should not read the Qur'an • Guiding learners to say a prayer asking God to help people respect the Qur'an • Guiding learners to recite the verse of the week 	<ul style="list-style-type: none"> • Saying a prayer thanking God for the Qur'an • Listening to the word from the Qur'an about the type of people who should not read the Qur'an • Telling types of people who should read the Qur'an • Saying a prayer asking God to help people respect the Qur'an • Reciting Surat Al-buruuj

Surat Al-buruuj 85: 21-22 "May! This is a glorious Qur'an" inscribed in the preserved tablet. "Bal-hawa Qura'n li-majjidu fii lawhin mahfuuz

Guidance on Assessment

Assess the learner's

- logical thinking as he/she identifies people who should not read the Qur'an.
- cooperation as he/she gives reasons why some people should not read the Qur'an.

Sample Activity

Write categories of people who should not read the Qur'an.

Hints for the Teacher

The following people should not read the Qur'an:

- Women in their menstruation period
- One without wudhu
- Non-Muslim
- The drunkard

WEEK 4

THEME: Tawhiid (Faith)

SUB-THEME: Divine Books

Learning Outcome

The learner should be able to recognise and appreciate the importance of the four divine books and applies their teaching/concern in the day today life.

Lesson 1: The Four Divine Books and their Nature

Reference

Holy Qur'an, Translated Qur'an (Yusuf Ali), Noble Qur'an,

Key message

Allah helps me to believe in the four revealed books.

Key terms	Competences
<ul style="list-style-type: none"> • revealed: not hidden/brought to light • divine: from God 	The learner <ol style="list-style-type: none"> i) names the four revealed books. ii) draws diagrams of the four revealed books. iii) tells the difference between the four revealed books.

Life Skills Indicators

- i) Effective communication: fluency, meaningfulness, confidence
- ii) Creative thinking: logical reasoning

Values

- i) Appreciating the four revealed books
- ii) Sharing the revealed books with one another
- iii) Respecting the four revealed books

Methods

Guided discovery, recitation

Instructional Materials

A chart showing the 4 revealed books

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite a prayer thanking Allah • Guiding learners to identify the four revealed books (Zaburi, Torah, Injil, and Qura'n) • Guiding the learners to read names of the revealed books with correct pronunciation • Sharing the differences of the four books • Asking learners to recite the verse of the week 	<ul style="list-style-type: none"> • Reciting a prayer thanking Allah • Identifying the four revealed books • Observing the display of the diagrams of revealed books on the chart • Reading the names of revealed books with correct pronunciation • Sharing the differences of the four books through discussion and responding to oral questions • Reciting verse of the week (<i>Surat Al-Ambiya 21: 105</i>)

Verse of the week: *Surat Al-Ambiya 21: 105* "And indeed we have written in Zabur." "Walakad katabnaa fii zzabuuri..."

Guidance on Assessment

Assess the learner's

- articulation as he/she names the four revealed holy books.
- patience as he/she draws the diagrams of the four revealed books in their exercise books.

Sample Activity

Ask learners to recite the text below:

- | | |
|------------------------------|------------------------------|
| <i>Alifun lamun miim</i> | - <i>Alif, lam and mim</i> |
| <i>Ali-Qur-aan kariim</i> | - <i>The noble Qur'an</i> |
| <i>Yatw-luuuhul atw-faal</i> | - <i>Recited by children</i> |

<i>Fiy hubbin wa jammal</i>	- <i>With love and beauty</i>
<i>Maa ah-lal kalimaat</i>	- <i>How sweet are the words</i>
<i>Fiy tilkal aayaat</i>	- <i>In those verses</i>
<i>Alifun lamon miim</i>	- <i>Alif, lam and mim</i>
<i>Al-Qur-aanu kariim</i>	- <i>The noble Qur'an</i>

Hints for the Teacher

The four revealed books are:

- *Zabur* – Given to Daud (AS)
- *Torah* – Given to Musa (AS)
- *Injil* – Issa (AS)
- *Qura'n* – Mohammed (PBUH)

Lesson 2: Identifying the Four Equivalent Books from the Holy Bible

Reference

Holy Qur'an, Translated Qur'an, Holy Bible

Key message

I believe in the four books revealed by Allah

Key term	Competences
<ul style="list-style-type: none"> • equivalent - alike 	The learner <ol style="list-style-type: none"> identifies the four equivalent books from the Holy Bible. names the four equivalent books from the Holy Bible.

Life Skills Indicators

- Effective communication: Audibility, articulation
- Critical thinking: Responding to questions appropriately, selecting and evaluating information

Values

- i) Appreciating the four revealed books
- ii) Sharing the four revealed books
- iii) Respecting the four revealed books

Methods

Guided discovery, recitation

Instructional Materials

Resource person where need be, manila charts, markers, masking tape

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Leading learners to recite a known Surah • Guiding learners to name the 4 revealed books in Islam • Guiding learners to identify the books from the Holy Bible which are the same as the 3 revealed books • Sharing with the learners the uniqueness of the Qur'an (<i>The Qur'an has no equivalent in the Bible but summarizes the other three</i>) • Guiding learners to recite the verse of the week 	<ul style="list-style-type: none"> • Reciting a known Surah • Naming the 4 revealed books in Islam • Identifying the 3 equivalent books from the Holy Bible • Explaining the uniqueness of the Quran which has no equivalent in the Bible • Reciting the verse of the week (<i>Surat Al-Ambiya 21: 105</i>)

Verse of the week: *Surat Al-Ambiya 21: 105* “And indeed we have written in Az-Zabur “*Walakad katabnaa fii zzabuuri...*”

Guidance on Assessment

Assess the learner's

- i) choice making as he/she identifies the 3 equivalent books from the Holy Bible.
- ii) logical thinking as he/she explains the uniqueness of the Qur'an.
- iii) fluency as he/she recites the verse of the week.

Sample Activity

Match Qur'an books below to the Bible books.

Zabur Torah/law books, Pentateuch (Genesis, Leviticus, Deuteronomy, Numbers, Judge)

Taurant Gospel/New Testament

Injil Psalms

Exodus,

Hints for the Teacher

- Zabur is equivalent to Psalm.
- The Torah is equivalent to the law books in the Bible.
- The Gospel is equivalent to the Injil in the Qur'an.
- The Qur'an has no equivalent book in the Bible.

Lesson 3: Good Practices from the Four Revealed Books

Reference

Holy Qur'an, Holy Bible, Islamic CDs

Key message

The revealed books enable me to perform good deeds.

Key term	Competences
<ul style="list-style-type: none"> • revealed books – books sent to mankind from God 	<p>The learner</p> <ul style="list-style-type: none"> i) identifies the good practices from the revealed books. ii) uses the good practices in real life.

Life Skills Indicators

- i) Non-violent conflict resolution: Resolving issues without fighting, negotiation, using appropriate language
- ii) Assertiveness: Listening and valuing what others say, volunteering, responding to questions

Values

- i) Co-operating with one another
- ii) Sharing with one another

- iii) Being patient with what others say or do
- iv) Being responsible to learn
- v) Caring for others

Methods

Brainstorming, role play, recitation

Instructional Material

Costumes

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Asking learners to identify the four revealed books • Guiding learners to mention the good practices found in the four revealed books • Guiding learners to role play some of the good practices found in the revealed books 	<ul style="list-style-type: none"> • Identifying the four revealed books • Mentioning the good practices found in the four revealed books • Roleplaying some of the good practices found in the four revealed books • Reciting the verse of the week (Surat Al-Ambiya 21: 105)

Verse of the week: *Surat Al-Ambiya 21: 105* “And indeed we have written in Az-Zabur” *“Walakad katabnaa fii zzabuuri...”*

Guidance on Assessment

Assess the learner's

- i) Self-reliance as he/she identifies the good practices from the revealed books.
- ii) sharing as he/she draws people performing good practices i.e. sharing and caring for others.

Sample Activities

Let learners

- i) role play some of the good practices in the four revealed books.
- ii) draw people sharing/caring/praying.

Hints for the Teacher

- i) Organise learners in groups.
- ii) Select any good practices which can be role played i.e. sharing, caring and praying.
- iii) Let the learners do the role play.

WEEK 5

Lesson 1: Prophets to Whom the Four Books were revealed

Surat An-Nisa (4: 163) “Verily, we have sent the revelation to you (Muhammad: PBUH) as we sent the revelation to Nuh and the Prophets after him.” *“Innaa awhaynaa ilayka kamaa awhaynaa ilaa nuuhi wannabiyyiina- min ba.adihi...”*

Reference

Holy Qur’an, Hadith (Bukhari, Muslim, etc)

Key message

Allah is happy when I respect the books sent to the different prophets and obey them.

Key terms	Competences
<ul style="list-style-type: none"> • prophet: person sent by Allah to deliver His message to people. • messenger: person who carried the message from Allah/prophet. 	<p>The learner</p> <ul style="list-style-type: none"> i) names the prophets to whom the four books were revealed. ii) mentions the books and their respective prophets.

Life Skills Indications

- Effective communication: Audibility, fluency
- Creative thinking: Logical reasoning
- Critical thinking: Responding to questions appropriately

Values

- i) Appreciating the work of the prophets
- ii) Respecting the prophets of Allah

Methods

Group discussion, storytelling, recitation

Instructional Materials

Holy Qur'an, translated Qur'an vocabularies, Islamic CDs, resource person, chart, markers, masking tape, ruler

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite <i>Surat Al-Ambiya 21: 105</i> from the Qur'an about the prophets and their books/revelation • Telling a story about the prophets to whom the books were revealed • Guiding learners to identify the prophets and their respective revealed books from a displayed chart • Guiding learners to recite the verse of the week 	<ul style="list-style-type: none"> • Reciting a verse on the prophets and their revealed books • Listening to the story and answering questions • Identifying the names of prophets and their respective books • Reciting the verse of the week. (<i>Surat Al-Baqarah 38</i>)

Verse of the week: *Surat Al-Baqarah 38* "We said, get down all of you from this place 'paradise', then whenever there comes to you, guidance from me, and whoever follows my guidance, there shall be no fear on them, nor shall they grieve." "*Qulnaa Ihbitwuu minhaa Jamii.an fa-immaa ya.atiyannakum minnii huda'a faman tabi.a hudaaya falaa khawfun alayhim wa.laahum yahzanuun*"

Guidance on Assessment

Observe and assess the learner's

- i) articulation as he/she names the books that were revealed to the prophets.
- ii) audibility as he/she names the prophets to whom the four books were revealed.

Sample Activity

Fill in the blank spaces with correct answers

- _____ was given to Prophet Musa.
- The Qur'an was given to Prophet _____.
- Allah gave the _____ to Prophet Musa.
- Prophet Isa was given the _____.

Hint for the Teacher

Use a resource person to tell the story. This could be the Imaam, Sheik, Amiir or Amiirah.

Lesson 2: The Places Where the Four Books Were Revealed

Reference

Holy Qur'an: Surat At-Tin 95:2 "By Mount Sinai", "Wa- twuuri Siniin"
 Translated Qur'an Islamic story/history books

Key message

Allah wants me to respect places where Holy books were revealed.

Key term	Competences
<ul style="list-style-type: none"> revealed – made known 	The learner <ol style="list-style-type: none"> names the places where the four books were revealed. identifies from the map where the four books were revealed.

Life Skills Indicators

- Critical thinking: Responding to questions appropriately, selecting and evaluating information
- Effective communication: Accuracy, meaningfulness

Values

- i) Sharing ideas about places where the books were revealed.
- ii) Appreciating the places where the books were revealed.

Methods

Guided discovery, guided discussion

Instructional Materials

Documentaries, Islamic CDs

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Leading learners to recite a verse from the Qur'an related to the four revealed books • Sharing with learners the places where the four books were revealed • Guiding learners to recite the verse of the week 	<ul style="list-style-type: none"> • Reciting a verse from the Qur'an related to the four revealed books • Naming places where the four revealed books were received • Reciting the verse of the week (<i>Surat Al-Baqarah 38</i>)

Verse of the week: *Surat Al-Baqarah 38* "We said, get down all of you from this place 'paradise', then whenever there comes to you, guidance from me, and whoever follows my guidance, there shall be no fear on them, nor shall they grieve."

"Qulnaa ihbitwuu minhaa Jamii.a fa.immaa ya. Atiyanna kum minni hudaafaman tabi.a hudaaya falaa khawufun alaihim walla hum yahzanuun"

Guidance on Assessment

Assess the learner's

- i) articulation as he/she names the places where the books were revealed.
- ii) critical reasoning as he/she matches the books to their places of revelation.

Sample Activity

Ask learners to match the books to their places of revelation.

Hint for the Teacher

Book	Place
Zabur	Makkah
Taurat	Jerusalem
Injir	Palestine
Qur'an	Hebron

Lesson 3: The order of the revelation of the Books

References

Holy Qur'an, Hadith books Bukhari, Muslim, and History of the Prophets by Ibin Kathir

Key message

I need to know the order of the revealed books.

Key term	Competences
<ul style="list-style-type: none"> order – arrangement from the first to the last 	<p>The learner</p> <ul style="list-style-type: none"> i) identifies the order of the revelation of the books. ii) relates the order of revelation of the books to the respective prophets.

Life Skills Indicators

- i) Effective communication: accuracy, logical flow of ideas, meaningfulness
- ii) Critical thinking: responding to questions appropriately

Values

- i) Appreciating the message in the Holy Books
- ii) Sharing ideas about the order of revelation

Methods

Think-pair-share, Guided discovery

Instructional Materials

Masking tape, markers, flash cards, resource person where need be

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guiding learners to say a prayer thanking God for the revealed books Sharing with learners the order of the revealed books Displaying a chart showing the order of revelation of the Holy books Asking learners to relate the books to their respective prophets Guiding learners to recite the verse of the week 	<ul style="list-style-type: none"> Saying a prayer thanking God for the revealed books Identifying the order of revelation of the Holy books Reading the order of revelation of Holy books Relating the order of revelation of the books to their respective prophets Reciting the verse of the week (<i>Surat Al-Baqarah 38</i>)

Verse of the week: *Surat Al-Baqarah 38* “We said, get down all of you from this place ‘paradise’, then whenever there comes to you, guidance from me, and whoever follows my guidance, there shall be no fear on them, nor shall they grieve.” “*Qulnaa ihbitwuu minhaa Jamii.a fa.immaa ya. Atiyanna kum minni hudaa- faman tabi.a hudaaya falaa khawufun alaihim walla hum yahzanuun.*”

Guidance on Assessment

Assess the learner’s critical reasoning as he/she identifies the order of the revelation of the books.

Sample Activity

- Using cut-outs, let learners match the Holy books to the numbers according to their order of revelation.
- Fill in the correct word from the brackets. (*Injir, Zabur, Taurant, Quran, Isa, Musa, Muhammad, Daud*)

- a) The first book to be revealed was _____ to Prophet _____.
- b) _____ was the second book to be revealed to Prophet _____.
- c) _____ was the third book to be revealed to Prophet _____ (Peace Be Upon Him).
- d) The _____ was the last book revealed to mankind and was received by Prophet _____ (Peace Be Upon Him).

Hints for the Teacher

Note the order of revelation:

- | | | |
|--------------|---|------------|
| i) The Torah | - | The first |
| ii) Zabur | - | The second |
| iii) Injil | - | The third |
| iv) Qurian | - | The last |

WEEK 6

Lesson 1: Holiness of the Qur'an

References

Holy Qur'an: Surah 85 Al-Buruj 22; "This is a Glorious Qur'an, Pg. 832. "Bal-huwa Qura'n li -majiid"; translated Qur'an vocabularies; Islamic CDs; Islamic book i.e., Bukhari, Muslim

Key message

The Qur'an teaches me to be holy and pure.

Key terms

- Holiness – quality of being holy
- Holy – associated with divine power

Competences

The learner

- i) defines the term holiness of the Qur'an.
- ii) states the aspects of holiness of the Qur'an.

Verse of the week: Surah 85 Al-Buruj 22; "May! This is a Glorious Qur'an, Pg.832. "Bal-huwa Qura'n li -majiid"

Life Skills Indicators

- i) Effective communication: Meangfulness, confidence, logical flow of ideas, articulation
- ii) Creative thinking: Logical reasoning
- iii) Decision-making: Asking questions

Values

- i) Appreciating the message in the Qur'an
- ii) Obeying the message kll
- iii) Sharing Allah's message with others

Methods

- i) Recitation
- ii) Guided discovery

Instructional Materials

Islamic CDs, documentaries

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Leading learners to say a prayer thanking Allah for the Holy Qur'an • Explaining the meaning of the term holiness of the Qur'an • Sharing the aspects of holiness of the Qur'an with the learners • Reciting a verse about the holiness of the Qur'an (85: 22) Surat al Buruj 	<ul style="list-style-type: none"> • Saying a prayer thanking Allah • Telling meaning of the holiness of the Qur'an • Mention the aspects of holiness of the Qur'an • Reciting the verse of the week. (<i>Surah 85 Al-Buruj 22</i>)

Verse of the week: *Surah 85 Al-Buruj 22; "May! This is a Glorious Qur'an, Pg.832. "Bal-huwa Qura'n li -majiid"*

Guidance on Assessment

Assess the learner's

- i) Ability to appreciate as he/she mentions the aspects that show that the Qur'an is a holy book of Allah.
- ii) ability to care for the holy book as he/she tells what they are to do to keep the Qur'an holy.

Sample Activity

Ask learners to read and write aspects of holiness of the Qur'an

Hints for the Teacher

Aspects which make the Qur'an holy:

- i) It was revealed by Allah.
- ii) The Qur'an contains the words of Allah
- iii) It is a guide to believers.
- iv) It is without any mistake.

- v) It was brought by Angel Jibril.
- vi) It is protected by Allah.

Reciting the Ayah/verse: *Surat Al-Buruj* 85: 22-23 “*Bal Huwa Qur’an nmajiid; Fii Lawuhi-mmah-Fuudh*” (May! This is a glorious Qur’an); inscribed in the preserved tablet “23”.

Lesson 2: People who should not touch the Qur’an

Reference

Holy Qur’an: *Surat Al-Waqi-ah* 56: 79; “Which none can touch but the purified”. “*Laa yamassuhu illa-limutwahharuun*”

Key message

Allah wants me to always be clean before touching the Qur’an.

Key term	Competences
<ul style="list-style-type: none"> • Clean – free from dirt or impurities 	The learner <ul style="list-style-type: none"> i) identifies people who should not touch the Qur’an. ii) gives reasons why such people should not touch the Qur’an.

Life Skills Indicators

- i) Critical thinking: responding to questions appropriately, giving reasons for actions taken
- ii) Problem solving: making a choice
- iii) Effective communication: confidence, meaningfulness

Values

- i) Respecting the Holy Qur’an as a holy book and other people’s views
- ii) Concern about the safety of the Holy Qur’an

Methods

Guided discovery, recitation

Instructional Materials

Flash cards, Islamic CDs, work cards

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Leading learners to recite <i>Surat Al-Buruj 85: 22-23</i> “<i>Bal-huwa Qura'n li majiid fii lawhi mahfuuz</i>” Asking learners to identify the kind of people they know who should not touch the Holy Qur'an Guiding learners to recite Q.56:79 “<i>Laa yamassuhu illa li-mutwahharuun</i>” Explaining the meaning of the verse Sharing with learners the reasons why the categories of people mentioned should not touch the Qur'an Letting learners recite the verse of the week 	<ul style="list-style-type: none"> Reciting <i>Surat Al-Buruj 85: 22-23</i> Mentioning the kind of people, they know who should not touch the Holy Qur'an Reciting verse Q.56:79 Telling the meaning of the verse Telling reasons why the categories of people mentioned should not touch the Qur'an Reciting the verse of the week - (<i>Surat Al-Waqi-ah 56: 79</i>)

Verse of the week: *Surat Al-Waqi-ah 56: 79*; “*Laa yamassuhu illal mutwahharuun*” (None can touch it except the purified).

Guidance on Assessment

Assess the learner's

- audibility as he/she identifies the people who should not touch the Holy Qur'an.
- critical reasoning as he/she tells the reasons why some people should not touch the Qur'an.

Sample Activity

Let learners recite the following verse from the Holy Qur'an:

Surat Al-Waqi-ah 56: 79; "Laa yamassuhu illal mutwahharuun" (None can touch it except the purified).

Hints for the Teacher

- i) Those who should not touch the Qur'an: women in their monthly periods, one without wudhu, non-Muslims
- ii) Reason; they are unclean

Lesson 3: Things that Make the Holy Qur'an Remain the Same

References

Holy Qur'an, Hadith books (Bukhari, Muslim)

Key message

It is my responsibility to protect the Holy Qur'an.

Key term	Competences
<ul style="list-style-type: none"> • Elements – features/components 	<p>The learner</p> <ol style="list-style-type: none"> i) identifies elements that make the Holy Qur'an remain the same. ii) recites surat Al-hijr 15:9 "verily, it is we who have sent down the Dhikr (Qura'n) and rarely, we will guard it (from corruption) noble Qur'an".

Life Skills Indicators

- i) Effective communication: Meaningfulness, accuracy
- ii) Creative thinking: Logical reasoning
- iii) Critical thinking: Responding to questions appropriately

Values

- i) Respecting the order of the Holy Qur'an
- ii) Concerned about the protection of the Holy Qur'an
- iii) Responsibility to the safety of the Holy Qur'an

Methods

Guided discovery, recitation, story telling

Instructional Materials

Resource person where need be, documentaries

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite a known Surat • Sharing with learners the elements that have made the Qur'an remain the same from the above told story • Guiding learners to recite <i>Surat Al-hijr 15:9</i> "innaa nahnu nazzalnaa zhikra wa- innaalahu lahaafizuun • Guiding learners to say a prayer thanking God for the Qur'an 	<ul style="list-style-type: none"> • Reciting the Surat • Identifying elements that have made the Qur'an remain the same from the story • <i>Reciting Surat Al-hijr 15:9</i>: "Verily, We, it is we who have sent down the Dhikr (Qur'an) and surely, we will guard it (from corruption)" <i>Noble Qur'an, Pg.338</i> • Saying a prayer thanking God for the Qur'an

Guidance on Assessment

Assess the learner's confidence as he/she identifies the elements that have made the Holy Qur'an remain the same.

Sample Activity

- Recite *Surat Al-hijr 15:9* - “Verily, We, it is we who have sent down the Dhikr (Qur’an) and surely, we will guard it (from corruption) *Noble Qur’an*, “*Innaa nahnunazzalnaa zhikra wa- innaalahu lahaafizuun*”
- Write reasons why the Qur’an has remained the same.

Hints for the Teacher

Why the Qur’an has remained the same:

- i) It is put to memory.
- ii) It has remained in the language it was revealed.
- iii) The Muslims guard it.

WEEK 7

Theme: Fiqh (Practice)

SUB-THEME: Nullifiers of Swalat

Learning Outcome

The learner should be able to understand and take care of the different aspects that nullify *swalat* or prayer in the daily practice for meaningful prayer life and spiritual growth.

Note: Teach nullifiers of *swalat* in lesson 1 and 2 since they are many.

Lesson 1: Nullifiers of Swalat (a)

References

Holy Qur'an, Hadith books (Tirmidhi, Bukhari, Muslim), prayer books

Key message

I know the nullifiers of *swalat* and I should avoid them.

Key terms	Competences
<ul style="list-style-type: none"> • Swalat – prayer • nullifier – anything that spoils • nullify – spoil 	The learner <ol style="list-style-type: none"> i) tells the meaning of nullifiers of <i>swalat</i>. ii) gives names of nullifiers of <i>swalat</i>. iii) identifies things that nullify the <i>swalat</i>.

Life Skills Indicators

- i) Effective communication: Confidence, accuracy, articulation
- ii) Critical thinking: Making the best use of the information you have

Values

- i) Respecting prayer
- ii) Sharing ideas before and after swalat

Methods

Guided discussion, demonstration, recitation

Instructional Materials

Islamic CDs, a chart showing the nullifiers of swalat

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Leading learners to recite Surat about the Qur'an • Sharing with learners through guided discussion the meaning of nullifiers of swalat • Displaying a chart showing nullifiers of swalat • Discussing nullifiers of swalat with examples • Demonstrating some of the activities that nullify swalat • Guiding learners to recite the verse of the week 	<ul style="list-style-type: none"> • Reciting Surat about the Qur'an. • Mentioning the nullifiers of swalat • Reading the nullifiers of swalat from the displayed chart as a class, groups, and individuals • Demonstrating individual activities that nullify swalat • Reciting Surat Al-Maa-uun

Surat Al-Maa-uun. 107: 4-5; *“Fawayilu lil-muswalliin; Alladhiina Hum an-swalaatihim sahuun”* (“So woe to those performers of swalat; those who delay their swalat from their stated fixed times – and arrogant to it in all aspects”).

Guidance on Assessment

Assess the learner's

- i) Ability to endure as he/she explains the term nullifiers of swalat.
- ii) audibility as he/she names things which nullify swalat.
- iii) choice making ability as he/she identifies things that nullify swalat.

Sample Activity

Recite a verse from the Holy Qur'an: 107: 4-5: *Fawayilu lil-muswalliin; Alladhiina Hum an-swalaatihim sahuun* ("So woe to those performers of Swalat; those who delay their swalat from their stated fixed times – and arrogant to it in all aspects")

Hints for the Teacher

Things that nullify swalat:

- i) Breaking ablution during prayer
- ii) Omitting/leaving out one of the obligatory acts of prayer
- iii) Eating or drinking during prayer
- iv) Talking to someone during prayer
- v) Laughing during prayer
- vi) Turning a chest away from the direction of the Holy Ka'bah
- vii) Reciting the Noble Qur'an incorrectly
- viii) Having something impure on the body at the place of prayer

Lesson 2: Nullifiers of Swalat (b)

Reference

Holy Qur'an, Hadith books (Tirmidh, Bukhari, Muslim), prayer books

Key message

I know the nullifiers of swalat and I should avoid them.

Key terms

- swalat – prayer
- nullifier – anything that spoils
- nullify – spoil

Competences

The learner

- i) names nullifiers of swalat.
- ii) writes nullifiers of swalat.

Life Skills Indicators

- i) Effective Communication: Confidence, accuracy, articulation
- ii) Critical thinking: Making the best use of information you have
- iii) Assertiveness: Expressing one’s point of view, giving reasons for action plan, responding to questions

Values

- i) Respecting prayer
- ii) Sharing ideas before and after swalat.

Methods

Demonstration, recitation

Instructional Materials

Islamic CDs, a chart showing the nullifiers of swalat

Teacher’s Activities	Learner’s Activities
<ul style="list-style-type: none"> • Leading learners to recite any Surat from the Qur’an • Guiding learners to mention the nullifiers of swalat • Discussing, with examples, the nullifiers of swalat • leading the learners to read the nullifiers of swalat from the chart • Demonstrating some of the activities that nullify swalat • Guiding learners to recite the verse of the week 	<ul style="list-style-type: none"> • Reciting Surat from the Qur’an • Mentioning the nullifiers of swalat • Sharing in the discussion about nullifiers of swalat • Reading the nullifiers of swalat from the displayed chart as a class, groups, and individuals • Demonstrating individual activities that nullify swalat • Reciting the verse of the week. (<i>Surat Al-Maa-uun. 107: 4-5</i>)

Verse of the week: *Surat Al-Maa-uun. 107: 4-5; “Fawayilu lil-muswalliin; Alladhiina Hum an-swalaatihim sahuun” (“So woe to those performers of swalat; those who delay their swalat from their stated fixed times – and arrogant to it in all aspects”).)*

Guidance on Assessment

Assess the learner's

- i) articulation of words as he/she names nullifiers swalat.
- ii) choice making ability as he/she writes nullifiers swalat.

Sample Activity

- i) Roleplay the nullifiers of swalat.
- ii) Write the nullifiers.

Hints for the Teacher

Note: Other things that nullify swalat:

- Praying when naked
- Praying without wudhu
- Fighting during swalat
- Praying at the wrong time
- Dozing during swalat
- Loss of consciousness during prayer
- Unnecessary movement during prayer
- Being drunk

Sample Activity

Let learners recite a verse from the Holy Qur'an: 107: 4-5: *Fawayilu lil-muswalliin; Alladhiina Hum an-swalaatihim sahuun* ("So woe to those performers of swalat; those who delay their swalat from their stated fixed times – and arrogant to it in all aspects").

Lesson 3: Avoiding Nullifiers of Swalat (Prayer)

References

Holy Qur'an, Hadith books

Key message

Allah is happy with me when I don't do actions which nullify swalat.

Key term	Competence
avoiding – keeping away from something wrong	The learner identifies ways of avoiding the nullifiers of swalat.

Life Skills Indicators

- | | |
|-----------------------------|---|
| i) Effective communication: | Meaningfulness, confidence, accuracy |
| ii) Empathy: | Supporting others, caring, guiding others |
| iii) Problem solving: | Making a decision, making a choice |

Values

- i) Respecting other people's ideas concerning nullifiers
- ii) Sharing ideas with others concerning nullifiers
- iii) Concern about ways that perfect a prayer

Methods

Guided discussion, recitation, demonstration, rote method

Instructional Materials

A chart showing ways of avoiding nullifiers of swalat

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners through discussion on how to identify correct ways of avoiding nullifiers of swalat • Displaying a chart showing ways of avoiding the nullifiers of swalat • Asking learners to read the ways of avoiding nullifiers of swalat displayed on the chart • Discussing together with the learners the ways of avoiding 	<ul style="list-style-type: none"> • Identifying correctly the ways of avoiding nullifiers of the prayers • Observing the ways of avoiding nullifiers as displayed on the chart • Reading ways of avoiding the nullifiers of swalat from the chart

Teacher's Activities	Learner's Activities
nullifiers of swalat using the displayed chart <ul style="list-style-type: none"> • Guiding learners to demonstrate ways of avoiding nullifiers of swalat • Leading the learners to recite the verse of the week 	<ul style="list-style-type: none"> • Participating/sharing in the discussion together with the teacher • Demonstrating ways of avoiding nullifiers of swalat • Reciting the key verse of the week (<i>Surat Al-Maa-uun. 107: 4-5</i>)

Verse of the week: *Surat Al-Maa-uun. 107: 4-5; "Fawayilu lil-muswalliin; Alladhiina Hum an-swalaatihim sahuun"* ("So woe to those performers of swalat; those who delay their swalat from their stated fixed times – and arrogant to it in all aspects")

Guidance on Assessment

Assess the learner's decision making as he/she mentions ways of avoiding nullifiers of swalat.

Sample Activity

Ask the learners to rsecite the rhyme below.

Avoid, Avoid, Avoid
Avoid nullifiers of swalat.
Brush your teeth when going for prayers
Stand upright when you go for prayers
Follow the steps of performing prayer strictly
Face the Qibla during prayer
Recite the Qur'an correctly
Cover all parts of the body properly
Avoid taking drugs
Avoid, Avoid, Avoid
Avoid nullifiers of swalat

Hints for the Teacher

Ways of avoiding nullifiers of swalat

- i) Brushing the teeth when going for prayers
- ii) Standing upright in prayer
- iii) Maintaining wudhu/ablution throughout the prayer
- iv) Following steps of performing prayer strictly
- v) Keeping quiet throughout the prayer
- vi) Facing the Qibla during prayer
- vii) Reciting the Qur'an correctly
- viii) Covering all parts of the body properly
- ix) Avoiding taking drugs like; tobacco, marijuana, shisha any intoxicating drugs

WEEK 8

THEME: Moral Spiritual Teaching

SUB-THEME: Islamic Values

Learning Outcome: The learner should be able to understand appreciate moral spiritual teaching on Hadith about Swabru (Patience) and Tahammulu (Perseverance).

Lesson 1: Hadith about Swabru (Patience)

Reference

Hadith books (Riyadh Swahili in, Bukhari, Muslim)

Key message

Allah wants me to be patient in whatever I do.

Key terms

- Swabru – patience
- Hadith – religious words of Prophet Muhammad (PBUH)

Competences

The learner

- i) tells the importance of being patient.
- ii) recites the Hadith on patience.

Life Skills Indicators

i) Effective communication:	<ul style="list-style-type: none"> - Fluency - Confidence - Meaningfulness
ii) Problem-solving:	<ul style="list-style-type: none"> - Finding different ways of doing things
iii) Friendship formation	<ul style="list-style-type: none"> - Non-violent conflict resolution

Values

- Respecting others' views
- Patience in times of difficulty

Methods

Recitation, story telling

Instructional Materials

- Markers, masking tape, resource person where need be

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Telling a story about someone who showed patience • Sharing hadith on swabru • Guiding learners to read the hadith about swabru (patience). • Sharing the importance of the hadith about swabru (patience). • Guiding learners to recite <i>Surat Baqarah 2: 153</i> 	<ul style="list-style-type: none"> • Listening to the story and answering questions • Listening to hadith on swabru • Reading the hadith on swabru (patience). <i>And prayer is light and charity is a sign of believers, and patience is light.</i> • Explaining the importance of the hadith. • Reciting <i>Surat Baqarah 2: 153</i>

Verse of the week: *"Yaa ayyuha alladhiina amanvur itsa-iinuu bisswabru wa sswalaah, inna Allah ma-asswabiriin"* Surat Baqarah 2: 153

"Oh, you who believe, seek help in patience and prayer. Truly Allah is with the patient"

Guidance on Assessment

Assess the learner's

- choice making as he/she gives the importance of swabru (patience).
- confidence as he/she recites the hadith about swabru.

Sample Activity

Let learners recite the hadith below:

"... And prayer is light and charity is a sign of believers, and patience is light."

Hint for the Teacher

Let learners share real life experiences where repentance is reflected.

Lesson 2: Importance of Swabru (Patience)

References

- Holy Qur'an
- Hadith books (Swahih Bukhar, Muslim)
- Islamic website

Key message

Being patient gives me peace.

Key term

- Swabru – patience

Competences

The learner gives the importance of Swabru (patience).

Life Skills Indicators

i) Effective communication	- Meaningfulness - Accuracy
ii) Creative thinking	- Logical reasoning

Values

- Being patient to different issues/difficulties
- Respecting others

Methods

- Guided discussion
- Recitation

Instructional materials

A chart showing the surah to be recited

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite the hadith on patience • Telling a situation where patience was exercised • Sharing verses from the Holy Qur'an related to the importance of Swabru, Q103: 1-3 • Guiding learners to write the importance of Swabru correctly 	<ul style="list-style-type: none"> • Listening attentively to the teacher's recitation with correct articulation • Giving the importance of Swabru as reflected in the situation meaningfully • Telling the importance of Swabru as read from the Qur'an • Writing the importance of swabru correctly

Verse of the week: Surat Al-Baqarah 2: 153

"Yaa ayyuha lladhiina amanvu ista-iinuu bisswab-ru wa sswalaah, Inna Allaha ma-a sswaabiriin"

"Oh you who believe! Seek help in Patience and prayer. Truly! Allah is with the patient (as-swabiriin)

Guidance on Assessment

Assess the learner's

- i) appreciation as he/she mentions at least 2 importance of swabru.
- ii) self-reliance as he/she writes the importance of swabru.

Sample Activity

Ask learners write the importance of swabru in their books.

Lesson 3: Hadith about Tahammulu (Perseverance)

Reference

Holy Qur'an, Translated Qur'an, Hadith books

Key message

"Allah calls on me to persevere".

Key terms	Competences
<ul style="list-style-type: none"> • Tahammu - perseverance/insistence • Hadith – traditions and sayings of Prophet Muhammad (PBUH) 	<p>The learner</p> <ul style="list-style-type: none"> i) reads the hadith about perseverance. ii) tells the meaning of the hadith. iii) relates the hadith to real life experience.

Life Skills Indicators

i) Effective communication	<ul style="list-style-type: none"> - Confidence - Articulation
ii) Coping with emotions	<ul style="list-style-type: none"> - Not letting your emotions affect your decisions
iii) Assertiveness	<ul style="list-style-type: none"> - Being open

Values

- Perseverance in any hardship that comes on our way
- Patience in time of difficulties

Methods

Brainstorming, guided discovery, recitation

Instructional Material

Hadith

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to say the hadith about swabru (patience) • Telling learners about a situation that required perseverance • Guiding learners to read the hadith about perseverance 	<ul style="list-style-type: none"> • Saying any hadith about patience with confidence and correct articulation • Learners listen and answer questions about the situation

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guiding learners to relate the hadith to real life situation Reciting the verse of the week: Q2: 153 “Yaa ayyuha llaziina a’manuu ista. Inuu biswaburi wa swalaa...” 	<ul style="list-style-type: none"> Reading the hadith about perseverance with confidence and correct articulation Relating the hadith to real life situation openly Reciting verse Q2:153

Verse of the week: Q2: 153(*O you who have believed, seek help through patience and prayer*) “Yaa ayyuha llaziina a’manuu ista. Inuu biswaburi wa swalaa...”

Guidance on Assessment

Assess the learner's

- confidence as he/she recites the hadith on perseverance.
- patience as he/she gives the meaning of the hadith.

Sample Activity

Recite the following hadith about perseverance.

“When Allah desires good for someone, he tries him with hardships. *Bukhar no: 5645*”.

WEEK 9

Lesson 1: Importance of Tahammulu (Perseverance)

References

- Holy Qur'an
- Hadith books (Bukhar, Muslim)

Key message

Allah wants me to persevere in order to be blessed.

Key term	Competences
<ul style="list-style-type: none"> • Tahammulu – perseverance 	The learner <ul style="list-style-type: none"> i) states the importance of Tahammulu (Perseverance). ii) writes the importance of Tahammulu.

Life Skills Indicators

i) Effective communication	- Meaningfulness - Articulation
ii) Creative thinking	- Logical reasoning

Values

- Trusting Allah in all situations
- Persevering in any situation

Methods

Recitation, brainstorming, guided discovery

Instructional Materials

Chart showing the verse from the Qur'an

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guiding learners to recite the hadith on perseverance Telling a situation which brings out the importance of perseverance Sharing with learners the importance of perseverance as reflected in the Holy Qur'an (Al-Furqân 25: 75) Guiding learning to read the importance of perseverance with correct pronunciation Telling learners to write the importance of perseverance 	<ul style="list-style-type: none"> Reciting the hadith Listen to the situation that brings the importance of perseverance Mentioning the importance of perseverance as reflected in the Holy Qur'an Reading the importance of perseverance with correct pronunciation Writing the importance of perseverance correctly Reciting key verse of the week (<i>Surat Q25: 75</i>)

Verse of the week: *Surat Q25: 75.* "Ula'ika yujzawna li-gurfata bima swabaru..."

Guidance on Assessment

Assess the learner's

- critical thinking as he/she tells the importance of perseverance.
- audibility as he/she recites Q 25:75.

Sample Activity

Recite the verse Q 25:75 "*Ulaa-ika yujizaw-nal ghurufata bima swabaru wa yulaqqawuna Fiihaa tahiyata wwasalaamaa*"

"These servants of the merciful will be rewarded with a high position in Heaven as a result of their perseverance and will be greeted there in with the glad tidings of eternal life free of enmity"

Hints for the Teacher

Note the importance reflects on the meaning of the hadith as well

The importance of Tahannu (perseverance);

- One who perseveres will be rewarded with a high position in heaven.
- One will always endure problems.
- One will be closer to God (Allah)
- One's sin will be forgiven.

Importance of perseverance

- Helps you receive a reward.
- Helps you endure problems.
- Brings you closer to Allah.
- When you persevere, your sins are forgiven.

Lesson 2: Hadith about Tawakkalu (Reliance to Allah)

Reference

- Holy Qur'an
- Translated Qur'an
- Hadith books

Key message

I should put my trust in Allah at all times.

Key term	Competences
<ul style="list-style-type: none"> • Tawakkul – reliance on Allah 	The learner i) reads any one hadith about reliance on Allah. ii) gives the meaning of the hadith.

Life Skills Indicators

i) Effective communication	- Meaningfulness
ii) Decision making	- Acceptance
iii) Creative thinking	- Logical reasoning

Values

- Respecting Allah’s decisions
- Appreciating Allah’s will

Methods

Guided discovery, recitation, story telling

Instructional materials

Islamic CDs, resource persons where need be

Teacher’s Activities	Learner’s Activities
<ul style="list-style-type: none"> • Guiding learners to share experiences where they trusted in Allah • Narrating a situation related to Tawakkul (reliance) on Allah • Guiding learners to read the verse about Tawakkul Al-twalaq, 65: 3 • Sharing with learners the meaning of the verse • Guiding learners to relate the hadith to daily life • Guiding learners to recite Q2:153 	<ul style="list-style-type: none"> • Sharing experiences about situations they trusted in Allah • Listening to the situation and answering questions about reliance on Allah • Reading the hadith about Tawakkul with confidence and correct articulation • Listen to the meaning of verse • Relating the hadith to real life situations • Reciting the verse of the week (Q2: 153)

Verse of the week: Q2: 153(O you who have believed, seek help through patience and prayer. Indeed, ALLAH is with the patient) *“yaa- ayyuha llaziina a’manuu ista-inuu biswaburi waswalaati inna llaaha ma.a- swaabiriina”*

Guidance on Assessment

Assess the learner’s

- i) logical reasoning as he/she tells situations in which she/he may rely on Allah.
- ii) honesty as he/she writes instances where she/he relies on Allah.

Sample Activity

- Recite Surat Al-twalaq, 65: 3
- Recite a hadith about reliance on Allah;

“*Waman yatawakal fahuwa hasbuh...*”

“Whoever put his trust in Allah – He will be enough for him”

Lesson 3: Importance of Tawakkul

References

- Holy Qur’an
- Hadith Qur’an vocabularies

Key message

Depending on Allah makes me feel secure.

Key term	Competences
<ul style="list-style-type: none"> • Tawakkul – depending on Allah 	The learner <ul style="list-style-type: none"> i) gives the importance of Tawakkul. ii) recites Surat A-ttwalaq 65: 3.

Life Skills Indicators

Effective communication	<ul style="list-style-type: none"> - Meaningfulness - Accuracy - Articulation
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Values

- Dependence on Allah in everything
- Respecting Allah unto whom you rely
- Trusting Allah

Method

Guided discussion

Instructional materials

A chart showing the verse to be recited

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite a verse from the Qur'an 65: 3 and a hadith • Telling a situation where someone relied on Allah and the outcome • Sharing with learners the importance of reliance on Allah • Displaying a chart showing the importance of Tawakkul • Guiding learners to read the importance of Tawakkul • Telling learners to write the importance of Tawakkul • Guide the learners to recite key verse of the week 	<ul style="list-style-type: none"> • Reciting the verse from the Qur'an • Listening to a situation where someone relied on Allah and the outcome • Mentioning the importance of relying on Allah as reflected in the Holy Qur'an • Giving the importance of Tawakkul as reflected on the chart • Reading the importance of Tawakkul with correct pronunciation • Writing the importance of Tawakkul • Reciting key verse of the week (Q2:153)

- **Verse of the week:** Q2:153 (O you who have believed, seek help through patience and prayer. Indeed, ALLAH is with the patient) *“yaa- ayyuha llaziina a'manuu ista-inuu biswaburi waswalaati inna llaaha ma.a-swaabiriina”*

Guidance on Assessment

Assess the learner's

- i) confidence as he/she mentions the importance of Tawakkul.
- ii) fluency as he/she Recites Surat A-ttwalaq 65:3.

Sample Activity

Tell learners to recite Surat A-ttwalaq 65:3 several times

“... wa man-yyatawkkal ala Allahi Fahuwa hasbuhu ...”

“And whoever puts his trust in Allah, then he will suffice him”

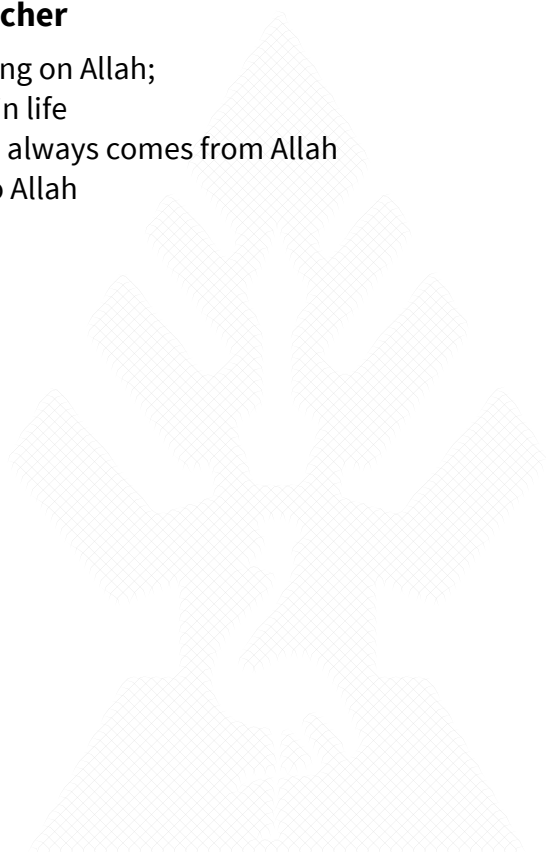
Recite the hadith:

“If you all depend on Allah with due reliance, he would certainly give you provisions as he gives it to birds who go forth hungry in the morning and return with full belly at dusk/evening... *A-tirmidhi*)

Hints for the Teacher

Importance of relying on Allah;

- One is secured in life
- One's provision always comes from Allah
- One is nearer to Allah



WEEK 10

THEME: History of Islam

SUB-THEME: The First Revelation

Learning Outcome

The learner should be able to understand and appreciate the messages the Prophet revealed from God for meaningful religious practices and effective communication in daily life interaction with others.

Lesson 1: The Early Life of Muhammad (PBUH) before Revelation

References

Holy Qur'an, Translated Qur'an, Hadith Books (Sahih B. & Muslim), the Commentary of Prophet Muhammad

Key message

I believe in Muhammed as Prophet sent by Allah.

Key term

- Revelation – getting message from Allah

Competence

The learner explains the life of Muhammed before revelation.

Life Skills Indicators

i) Effective communication	- Accuracy, meaningfulness, logical flow of ideas
ii) Critical thinking	- Responding to questions
iii) Empathy	- Using appropriate language, listening to others

Values

- Showing love to the orphans/needly
- Taking care of the needy/orphans/poor

Methods

Group discussion, storytelling, recitation

Instructional materials

A chart showing the surah to be recited

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite a dua • Telling a story about the early life of Muhammad- Swalah Ilahualayh Wasalam (S.A.W) before revelation • Guiding learners to identify aspects of the early life of Muhammad (S.A.W) before revelation from the story • Guiding learners through group discussion to relate the aspects identified to real life situations • Guiding learners to share the lessons learnt from the early life of Muhammad (S.A.W) • Guiding learners to recite the Q 9: 33 	<ul style="list-style-type: none"> • Reciting a dua • Listening to the story and answering questions • Mentioning key aspects of the early life of Muhammad (S.A.W) as reflected in the story • Relating the aspects identified to real life • Sharing lessons learnt from the early life of Muhammad (S.A.W) • Reciting verse of the week (<i>Surat Taubah 9: 33</i>)

Verse of the week: *Surat Taubah 9: 33* “Huwa lladhii arusala rasuulahu bil huda wa diinul haqq, liyuzh-hirahuu ala ddiini kulihi wa lawu karihal mushirikuun

“It is He (Allah) who has sent His messenger (Muhammad) PBUH with guidance and the religion of truth (Islam) to make it superior over all religions even though the disbelievers hate.”

Guidance on Assessment

Assess the learner's

- i) articulation ability he/she tells the story about the early life of Muhammad (S.A.W).
- ii) ability to respond to questions as he/she answers questions about the early life of Muhammad (S.A.W).

Sample Activity

Fill in the blank spaces

1. _____ was the father of Muhammad (S.A.W). (*Abdallah*)
2. Amina was the _____ of Muhammad (S.A.W). (*Mother*)
3. _____ was the grandfather of Muhammad (*Abdulmutwarib*)
4. Abu Twalib was the _____ of Muhammad (S.A.W). (*Grandfather*)
5. _____ Breastfeed Muhammad (S.A.W). (*Halimah*)

Lesson 2: Things that Happened in Arabian Society which Muhammad (PBUH) Hated

Reference

- Holy Qur'an
- Hadith Books (Bukhari Muslim, Tirmidh)
- Let us Learn Islam, Pg. 134
- IRE 2 Islam Khiyar Islam Pg. 54-61 (Oxford)

Key message

Allah wants me to respect and follow the Prophet's footsteps

Key terms

- Arabian – related to Arabs
- hated – disliked/ did not like

Competences

The learner

- identifies things that happened in Arabian society which Muhammad (PBUH) hated.
- tells Muhammad's reaction to the things he hated.

Life Skills Indicators

i) Effective communication	<ul style="list-style-type: none"> - Logical flow of ideas - Confidence - Meaningfulness
ii) Critical thinking	<ul style="list-style-type: none"> - Responding to questions appropriately

Values

- Respect for others
- Being responsible to preserve the Prophet's culture
- Sharing ideas with other people

Methods

Brainstorming, discussion, storytelling

Instructional materials

Chart, markers, masking tape

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite a dua • Telling a story of Prophet Muhammad (PBUH) related to the things he hated in the Arabian society • Guide the learners to identify things Muhammad hated • Guiding learners to read the things Muhammad (PBUH), hated in the Arabian society • Guiding learners to tell the reactions of Muhammad (PBUH) to the things he hated • Guiding learners to tell the lessons learnt from Muhammed (PBUH) • Guiding learners to recite <i>Surat Taubah 9: 33</i> 	<ul style="list-style-type: none"> • Reciting a dua • Listening attentively to the story being narrated by the teacher • Identifying things hated by Muhammad (PBUH) as reflected in the story • Reading from the things Muhammad (PBUH) hated with correct pronunciation • Telling the reactions of Muhammad (PBUH) • Telling lessons learnt from Muhammad (PBUH) • Reciting verse of the week.(<i>Surat Taubah 9: 33</i>)

Verse of the week: *Surat Taubah 9: 33* “*Huwa lladhii arusala rasuulahu bil huda wa diinul haqq, liyuzh-hirahuu ala ddiini kulihi wa lawu karihal mushirikuun*

“It is He (Allah) who has sent His messenger (Muhammad) PBUH with guidance and the religion of truth (Islam) to make it superior over all religions even though the disbelievers hate.

Guidance on Assessment

Assess the learner's

- i) concern as he/she writes things hated by Muhammad (PBUH) in the Arabian society.
- ii) audibility as he/she gives the reactions of Muhammad (PBUH) to the things he hated.

Sample Activity

- i) Write things Muhammad hated and his reactions towards them.
- ii) Recite the key verse of the week.

Hints for the Teacher

The following are the things that Mohammed (PBUH) hated in the Arabian society; injustice, idolatry, killings of young children, mistreatment of women, slavery.

The following were his reactions:

- He preached against the things he hated.
- He condemned them.

Lesson 3: The Date and Place of the First Revelation

References

Holy Qur'an, Translated Qur'an, Hadith Books

Key message

I will always remember the date of revelation to keep my faith strong.

Key terms

- Revelation – message from Allah to Prophet Muhammad (PBUH)
- Date – time and day when the first revelation was received
- Place – area where Prophet Muhammad (PBUH) received the first message/ revelation from God

Competences

The learner

- i) states the date of the first revelation to Prophet Muhammad (PBUH).
- ii) identifies the place where the first revelation was revealed from.

Life Skills Indicators

i) Effective communication:	- Confidence, accuracy,
ii) Critical thinking:	- Responding to questions
iii) Decision-making:	- Giving information

Values

- Acceptance
- Appreciation
- Respect

Methods

Storytelling, recitation

Instructional materials

Manila charts, globe/map showing the place of revelation

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite any surah from the Qura'n • Telling a story related to the date and place of the first revelation • Helping learners to identify the location of Mt. Hira in Mecca on the map • Guiding learners to write the date and place of the first revelation • Guiding learners to say a prayer • Leading learners to recite the verse of the week 	<ul style="list-style-type: none"> • Reciting any surah from the Qura'n • Identifying the date and place of revelation to Muhammad as reflected in the story • Identifying the location of Mt. Hira/came on the map accurately. • Writing the date and place of revelation • Saying a prayer thanking God for the revelation • Reciting the verse of the week. (<i>Surat Taubah 9: 33</i>)

Verse of the week: *Surat Taubah 9: 33 “Huwa lladhiarsala rasuulahu bil udaa wa diini li haqqi-liyuzhihi rahu ala ddiini kullihi walaw karihal mushirikiina”*

Guidance on Assessment

Assess the learner's

- i) audibility as he/ she tells the date of revelation.
- ii) choice making as he/ she names the place where the revelation was received.

Sample Activity

Fill in the blank spaces from the words in brackets

1. On _____ Muhammad received the first revelation. (27th, 1st)
2. Muhammad received the first revelation on _____ (Mt. Elgon, Mt. Hira,)
3. Ramadhan was the _____ in which the first revelation took place. (year, month)

Hint for the Teacher

A story about the date and place of revelation

In His middle age, Hazarat Muhammad started on a spiritual journey of finding both the purpose of existence on earth and the true God. He used to visit a small cave of Hira on the peak of Jalad al-Nur (Mountain of Light).

At the age of 40 years, Muhammad (PBUH) received the first revelation from Allah. Allah sent the message to Muhammad through Angel Jibril on 27th of the month Ramadhan 610 (Lailatul-Qadir).

WEEK 11

Lesson 1: Receiving the First Revelation by Muhammad (PBUH)

Reference

- Holy Qur'an
- Hadith books (Bukhari, Muslim, Tirmidhi)

Key message

I will worship Allah like Prophet Muhammad did.

Key term	Competences
<ul style="list-style-type: none"> • Revelation – message from Allah 	The learner <ol style="list-style-type: none"> names the angel that delivered the message to Muhammad (PBUH). identifies things that happened to Prophet Muhammad (PBUH) on receiving the message.

Life Skills Indicators

i) Effective communication	- Logical flow of ideas, accuracy
ii) Critical thinking	- Responding to questions appropriately
iii) Decision making	- Telling consequences of decisions made

Values

- Being responsible to know the revelation of the Qur'an
- Respecting others
- Getting concerned about one's religious beliefs.

Methods

Storytelling, guided discovery

Instructional materials

Work cards, markers

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guiding learners to recite a surah from the Qur'an Telling a story about the receiving of the first revelation by Muhammad (PBUH) and asking questions Guiding learners to retell parts of the story Asking learners to name the angel that delivered the revelation Guiding learners to tell what happened to Muhammad (PBUH) Guiding learners to recite surat Al-Alaq Q96: 1 	<ul style="list-style-type: none"> Reciting a surah from the Qur'an with proper articulation Listening to the story Retelling parts of the story Naming the angel that delivered the first revelation with confidence Telling what happened to Muhammad on receiving the first revelation as reflected in the story accurately Reciting Surat Al-Alaq Q96: 1 correctly

Verse of the day: Surat Al-Alaq Q96:1 *"Iqra-a bismi rabbika allazii khalaq."*

Guidance on Assessment

Assess the learner's

- choice making as he/she writes any 2 things that happened to the Prophet Muhammad (PBUH) during the first revelation.
- concern of one's religion as he/ she names of the angel that delivered the message to Muhammad (PBUH).

Sample Activity

A story (Surat Al-alaq 1-5)

"At the Age of 40 years, the Prophet Muhammad (PBUH) used to move away from his family.

He went to the cave on Mount Hira also called the Mount of Light. While in the cave, he worshipped Allah. During worship, Muhammad would hear voices telling Him that he was ‘the messenger of Allah’. He used to have strange dreams but could not see anything around him.

One day, on the night of Qadr in Ramadhan, he saw bright light around him and fainted. When he came back to his senses, he saw Angel Jibril standing in front of him. The angel had brought the first revelation.

1. Retell the parts of the story.
2. Name the angel that brought the message to Muhammad (PBUH).
3. Write three things that happened to Muhammad (PBUH) during the revelation.

Hint for the Teacher

- Tell the story slowly and dramatically.
- Allow learners to retell parts of the story for mastery.

Lesson 2: Muhammad’s Response to Angel Jibril’s Message

Reference

- Holy Qur’an
- Translated Qur’an

Key message

I believe in the true message of Prophet Muhammad (PBUH)

Key term	Competences
<ul style="list-style-type: none"> • Jibril – the angel of Allah who carried the message to Prophet Muhammad (PBUH) 	<p>The learner</p> <ol style="list-style-type: none"> i) tells the reaction of Prophet Muhammad (PBUH) to Jibrils message/revelations. ii) tells Muhammad’s response after receiving the message/revelation.

Life Skills Indicators

i) Effective communication	- Accuracy - Logical flow of ideas
ii) Critical thinking	- Responding to questions
iii) Empathy	- Using appropriate language - Listening to others

Values

- Respecting the message / revelation
- Enduring hardship involved
- Appreciating the revelation

Methods

Storytelling, guided discovery

Instructional materials

A chart showing the story

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to share experiences about their reactions and response to any good news • Telling the story reflecting Prophet Muhammad's reaction and response to the message delivered by Angel Jibril • Guiding learners tell responses of Muhammad (PBUH) as reflected in the story • Discussing with learners the reaction of Muhammad (PBUH) to Jibril's message • Guiding learners to say a prayer thanking God for the message to Prophet Muhammad (PBUH) 	<ul style="list-style-type: none"> • Sharing experiences about the reactions and response to any good news they have ever received • Listening to the story how Muhammad (PBUH) reacted on receiving the message from Angel Jibril • Telling responses of Muhammad (PBUH) as reflected in the story • Telling how Muhammad (PBUH) responded to Jibril's message • Saying a prayer thanking God for the message to Muhammad (PBUH)

Guidance on Assessment

Assess the learner's

- i) confidence as he/she tells how Muhammad (PBUH) reacted to the first revelation.
- ii) Self-reliance as he/she mentions how Muhammad (PBUH) responded to angel Jibril.

Sample Activity

Read the story below and answer the questions that follow:

A story about Muhammad's reactions to Jibril's first message

*"One night in the month of Ramadhan, Muhammad was asleep in the cave. A sudden voice called; Muhammad **"read"**. Muhammad replied **"I cannot read"**, the angel squeezed him and told him to read. Muhammad repeated; **"I cannot read"**. Angel Jibril squeezed him again and told him to read. Muhammad said; **"I cannot read"**.*

*The angel released him and said; **"Read in the name of the Lord"**. Angel Jibril left him. Muhammad went back to his home afraid and shivering. He asked his wife to cover him. Khadija covered him with a sheet of cloth.*

*After sometime, Muhammad told his wife Khadija the story. Khadija took him to her cousin called Waraq. Waraq told them that Allah had sent the **same angel** to take Allah's **message** to earlier Prophets to Muhammad.*

1. What message was given to Muhammad by the angel?
2. Name the angel who squeezed Mohammad.
3. What did Mohammed the angel?

Hints for the Teacher

- Angel Jibril brought the first message.
- Prophet Mohammad was first afraid to receive the message.
- The first message was Iqra Bi-isma rabbika (Read, "In the name of Allah...")

Lesson 3: The message of the First Revelation

Reference

- Holy Qur'an: Surat Al-alaq 97: 1-5
- Hadith Books (Bukhari, Muslim)

Key message

The message of the first revelation helps me perform good deeds.

Key term	Competences
<ul style="list-style-type: none"> • message - communication 	The learner gives the message in the first revelation.

Life Skills Indicators

Effective communication:	<ul style="list-style-type: none"> - Meaningfulness - Accuracy
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Values

- Sharing ideas with others
- Practicing the message from the first revelation

Methods

Recitation, story telling

Instructional materials

A chart showing the surah to be recited

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guiding learners to recite verses from the Holy Qur'an containing the content of the first revelation Q96: 1-5 Telling a story of the first revelation Guiding learners to read the message in the first revelation Guiding learners to read and write the message in the first revelation Guiding learners to recite surah 	<ul style="list-style-type: none"> Reciting verses from Holy Qur'an Q96: 1-5 correctly Listening to the story of the first revelation Reading the message from the first revelation as reflected in the story Reading and writing the message contained in the first revelation Reciting Surat Al-Alaq 96: 1-5

Reciting Surat Al-Alaq 96: 1-5. *"Iqra-a bisimi rabbika llaa zii khalaq, khalaq liinsaana min alaq, iqra-a warabbuka li-akarm allazii allama bil-kalami, allama li insaana maa- lam-ya-alam"*

Key verse of the week

Surat Al-Alaq 96: 1-5; "Read in the name of your lord who created all that exists"

Guidance on Assessment

Assess the learner's

- accuracy of the message as he/ she Mentions the message that was in the first revelation.
- choice making as he/ she Writes the message that was in the first revelation.
- audibility as he/ she Recites Surat Al-Alaq 96: 1-5.

Sample Activity

Recite Surat Al-Alaq 96: 1-5 several times.

"Iqra-a bisimi rabbika llaa zii khalaq, khalaq liinsaana min alaq, iqra-a warabbuka li-akarm allazii allama bil-kalami, allama li insaana maa- lam-ya-alam"

Hint for the Teacher

Prepare a story about Muhammad's reactions to Jibril's first message.

1. *Iqra-a bismi rabbika alladhii khalaq*
2. *Khalaq al insaana min alaq*
3. *Iqra-a wa rabbuka al-akram*
4. *Alladhii allama bil qalam*
5. *Allama al-insaana maa lam ya-alam*

Meaning

1. Read! In the name of you Lord who has created all that exists.
2. He has created man from a clot
3. Read! And your Lord is the most generous
4. Who has taught (the writing) by the pen
5. He has taught man that which he knew not

TERM 2 WEEK 1

THEME: READING OF THE QUR'AN

SUB-THEME: Vowels in Arabic

Learning Outcome

The learner should be able to understand and apply Arabic knowledge in religious interactions for effective communication.

Lesson 1: The Arabic Vowels

Reference

Qur'an, Yasaran

Key message

I will learn the vowels so as to read the Qur'an.

Key term	Competences
<ul style="list-style-type: none"> vowels – the long Arabic vowels; Alef (ا), Waw (و) and Ya'a (ي) 	The learner <ol style="list-style-type: none"> recognises Arabic vowels. reads Arabic vowels.

Life Skills Indicators

Effective communication	- Fluency, Audibility, Articulation, Accuracy
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Value

Appreciating the sounding of vowels

Methods

Recitation, demonstration (I do, we do, you do)

Instructional materials

A chart showing Arabic vowels, manilas, markers, masking tape

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guiding learners to recite a surah Guiding learners to read the nunation vowels Guiding learners to identify the Arabic vowels Guiding learners to write the Arabic vowels Guiding learners to recite Surat Al-Alaq 96: 1 	<ul style="list-style-type: none"> Reciting a surah with confidences Reading the nunation vowels Identifying Arabic vowels Reading Arabic vowels with correct pronunciation Writing Arabic vowels Reciting the verse of the week. (Surat Al-Alaq 96: 1)

Verse of the week: Surat Al-Alaq 96: 1 (Recite in the name of your Lord who created all that exists) *"Iqra-a bismi rabbika allazii khalaq"*

Guidance on Assessment

Assess the learner's

- pronunciation as he/she reads the Arabic vowels.
- choice making as he/she identifies the Arabic vowels.
- self reliance as he/she writes the Arabic vowels.

Sample Activity

Your teacher will give you cutout letters for both Arabic and English vowels.

- Sort out Arabic and English vowels.
- Read the vowels.
- Write the vowels.

Hint for the Teacher

- Instruct learners to sort out Arabic and English vowels.
- Have individual learners read and write the vowels

Lesson 2: Arabic Alphabet

References

Yasarana, Arabic written alphabet chart

Key message

I need to learn how to read Arabic alphabets.

Key term	Competences
<ul style="list-style-type: none"> alphabet - script 	The learner <ul style="list-style-type: none"> i) reads the Arabic alphabets. ii) pronounces the Arabic alphabets correctly.

Life Skills Indicators

Effective communication: - Audibility, articulation, accuracy

Value

Recognising the formation of letters

Methods

Recitation, demonstration (I do, we do, you do)

Instructional materials

Markers, Arabic alphabet chart, masking tape, manilas

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guiding learners to recite a surah Guiding learners to read the Arabic alphabet 	<ul style="list-style-type: none"> Reciting a surah with confidence Reading Arabic alphabet with correct pronunciation Identifying nunation alphabet

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to identify the nunation alphabet • Guiding learners to write the Arabic alphabet • Guiding learners to recite <i>Surat Al-Alaq 96:1</i> 	<ul style="list-style-type: none"> • Identifying Arabic alphabet • Writing Arabic alphabet • Reciting the verse of the week

Verse of the week: Surat Al-Alaq 96: 1 “Read! In the name of you Lord who has created all that exists.” *“Iqra-a bismi rabbika allazii khalaq”*

Guidance on Assessment

Assess the learner's

- i) articulation as he/ she reads the Arabic alphabet.
- ii) Self-reliance as he/ she writes the Arabic alphabet.

Sample Activity

Your teacher will provide you with cut out letters of alphabet for Arabic, English and a chart showing letters.

- Identify letters of the Arabic alphabet.
- Read the Arabic alphabet.
- Match cut-outs to the right letters on a chart.

Hints for the Teacher

- Use Yassarna for Arabic Alphabet reading.
- Provide alphabet letters on flash cards for sorting, reading and matching.

Lesson 3: Reciting Arabic Vowels

Reference

Yasarana

Key message

I know the symbols and sounds of the Arabic vowels.

Key terms	Competences
<ul style="list-style-type: none"> • symbol – an object representing an idea • sound – that you can hear or noise 	The learner <ol style="list-style-type: none"> identifies Arabic symbols. pronounces the Arabic vowels correctly. recites Arabic vowels with the correct sounds.

Life Skills Indicators

Effective communication: - Audibility, articulation, accuracy

Value

Appreciating the Arabic alphabet

Methods

Demonstration, I do, We do, You do

Instructional materials

A chart showing the Arabic vowels

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite a known surah • Guiding learners to identify the Arabic symbols 	<ul style="list-style-type: none"> • Reciting a surah with confidences • Identifying the Arabic symbols correctly

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guiding learners recite the Arabic vowels Guiding learners to recite Surat Al-Alaq 96: 1 	<ul style="list-style-type: none"> Reciting the Arabic vowels with the correct sounds Reciting the verse of the week :(<i>Surat Al-Alaq 96: 1</i>)

Verse of the week: *Surat Al-Alaq 96: 1 Iqra-a bismi rabbika allazii khalaq.*
 “Read! In the name of you Lord who has created all that exists.”

Guidance on Assessment

Assess the learner's

- choice making as he/she identifies the Arabic symbols.
- fluency as he/she recites the Arabic vowels.

Sample Activity

- Identify Arabic symbols from the chart and flash cards.
- Recite Arabic vowels.

Hint for the Teacher

Encourage learners to recite the Arabic vowels with correct pronunciation.

WEEK 2

Lesson 1: Identifying Words with Shadda Marks

References

Yasarana, Qur'an

Key message

Learning to read the Qur'an brings me nearer to Allah

Key term	Competence
<ul style="list-style-type: none"> Shadda - emphasis 	The learner identifies the words with shadda.

Life Skills Indicators

Effective communication: - Articulation, confidence, accuracy

Value

Sharing knowledge with others

Methods

Recitation, I do, we do, you do

Instructional materials

A chart showing words with shadda

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guiding learners to read the Arabic alphabet Sharing with learners what shadda marks are 	<ul style="list-style-type: none"> Reading the Arabic alphabet Explaining what shadda marks are Identifying words with shadda

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guiding learners to identify words with shadda marks Guiding learners to recite Surat 73:20 	<ul style="list-style-type: none"> Reciting the verse of the week (Surat Al-muzzammil 73: 20)

Verse of the week: Surat Al-muzzammil 73: 20 “So recite from the Qur’an as much as may be easy for you.” *“Faqra-u maa tayassara minhu...”*

Guidance on Assessment

Assess the learner’s choice making as he/ she identifies words with shadda marks.

Sample Activity

Identify words with shadda from the given words on cards.

Hint for the Teacher

- Prepare a variety of cards with different words.
- Instruct learners to identify words with shadda.
- You may let learners work in groups to do the activity.

Lesson 2: Reading Words with Shadda

Reference

Yasarana, Qur’an

Key message

Learning to read the Qur’an brings me nearer to Allah.

Key term	Competence
<ul style="list-style-type: none"> Shadda - emphasis 	The learner reads the words with shadda.

Life Skills Indicators

Effective communication: - Articulation, confidence, accuracy

Value

- Sharing knowledge with others

Methods

Recitation, I do, we do, you do

Instructional materials

A chart showing vowels with shadda

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to read the Arabic alphabet • Guiding learners to identify shadda marks • Guiding learners to read words with shadda • Guiding learners to recite Surat 73:20 	<ul style="list-style-type: none"> • Reading the Arabic alphabet • Identifying examples of shadda • Reading words with shadda • Reciting the verse of the week (Surat Al-muzzammil 73: 20)

Verse of the week: Surat Al-muzzammil 73: 20 “So recite from the Qur’an as much as may be easy for you”

“Faqra-u maa tayassara minhu...”

Guidance on Assessment

Assess the learner’s articulation as he/she reads at least five words with shadda marks.

Sample activity

Recite 5 words with shadda marks.

Hint for the Teacher

- Prepare a variety of cards with different words.
- Instruct learners to read vowels with shadda.
- Emphasise correct pronunciation as they read.

Lesson 3: Writing Words with Shadda

Reference

Qur'an, Yasarana

Key message

Learning Arabic letters makes me a practicing Muslim.

Key term	Competences
<ul style="list-style-type: none"> Shadda - emphasis 	The learner <ul style="list-style-type: none"> i) reads words with shadda. ii) writes words with shadda correctly.

Life Skills Indicators

Effective communication: - Fluency, articulation, accuracy

Values

- Appreciating the way of writing words with shadda
- Being patient while writing

Method

Demonstration

Instructional materials

A chart showing words with shadda, exercise books, and pencils

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guiding learners to read words with shadda Demonstrating how to write words with shadda 	<ul style="list-style-type: none"> Reading words with shadda Practising writing words with shadda Reciting the verse of the week (Surat Al-muzzammil 73: 20)

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guiding learners to recite Surat 73:20 	

Verse of the week: Surat Al-muzzammil 73: 20 “So recite from the Qur’an as much as may be easy for you.” *“Faqra-u maa tayassara minhu...”*

Guidance on Assessment

Assess the learner's

- i) appreciation as he/ she reads words with shadda.
- ii) patience as he/she writes words with shadda.

Sample Activity

Write 5 words with shadda in their books/cards/slates.

Hint for the teacher

Emphasise correct spelling and handwriting.

WEEK 3

LESSON 1: Identifying Words with Madda Marks

Reference

Yasarana, Qur'an

Key message

Learning to read the Qur'an brings me nearer to Allah.

Key term	Competence
<ul style="list-style-type: none"> Madda - emphasis 	The learner identifies the words with madda.

Life Skills Indicators

- Effective communication:
- Articulation
 - Confidence
 - Accuracy

Values

- Sharing knowledge with others

Methods

Recitation, I do, we do, you do

Instructional materials

A chart showing words with madda, Manila paper, masking tape, markers

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guiding learners to read the Arabic alphabet 	<ul style="list-style-type: none"> Reading the Arabic alphabet

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Sharing with learners what madda marks are • Guiding learners to identify words with madda marks • Guiding learners to recite Surat 73:20 	<ul style="list-style-type: none"> • Explaining what madda marks are • Identifying words with madda • Reciting the verse of the week (Surat Al-muzzammil 73: 20)

Verse of the week: Surat Al-muzzammil 73: 20 “So recite from the Qur’an as much as may be easy for you” *“Faqra-u maa tayassara minhu...”*

Guidance on Assessment

Assess the learner’s ability to share knowledge with others as he/she identifies at least 5 words with madda marks.

Sample Activity

Identify words with madda from the words on the cards.

Hint for the Teacher

- Prepare a variety of cards with different words.
- Instruct learners to identify words with madda.
- You may let learners work in groups to do the activity.

Lesson 2: Reading Words with Madda

Reference

Yasarana, Qur’an

Key message

Learning to read the Qur’an brings me nearer to Allah.

Key term	Competences
<ul style="list-style-type: none"> Madda - emphasis 	The learner <ol style="list-style-type: none"> identifies words with madda marks. reads the words with madda marks.

Life Skills Indicators

Effective communication: - Articulation, confidence, accuracy

Value

Sharing knowledge with others

Methods

Recitation, demonstration (I do, we do, you do)

Instructional materials

A chart showing vowels with madda

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guiding learners to read the Arabic alphabet Guiding learners to identify madda marks Guiding learners to read words with madda Guiding learners to recite Surat 73:20 	<ul style="list-style-type: none"> Reading the Arabic alphabet. Identifying examples of madda marks. Reading words with madda. Reciting the verse of the week. (Surat Al-muzzamil 73:20)

Verse of the week: Surat Al-muzzammil 73: 20 "So recite from the Qur'an as much as may be easy for you." "*Faqra-u maa tayassara minhu...*"

Guidance on Assessment

Assess the learner's articulation as he/she reads words with madda marks.

Sample Activity

Read words with madda.

Hint for the Teacher

- Prepare a variety of cards with different words.
- Instruct learners to read vowels with madda.
- Emphasise correct pronunciation as they read.

Lesson 3: Writing Words with Madda

Reference

Qur'an, Yasarana

Key message

Learning Arabic letters makes me a practicing Muslim.

Key term	Competences
<ul style="list-style-type: none"> • Madda - emphasis 	The learner <ol style="list-style-type: none"> reads words with madda. writes words with madda correctly.

Life Skills Indicators

Effective communication: - Fluency, articulation, accuracy

Values

- Appreciating the way of writing words with madda
- Being patient while writing

Method

Demonstration

Instructional materials

A chart showing words with madda

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to read words with madda • Demonstrating how to write words with madda • Guiding learners to recite Surat 73:20 	<ul style="list-style-type: none"> • Reading words with madda • Practicing writing words with madda • Reciting the verse of the week (Surat Al-muzzammil 73:20)

Verse of the week: Surat Al-muzzammil 73: 20 “So recite from the Qur’an as much as may be easy for you.” *“Faqra-u maa tayassara minhu....”*

Guidance on Assessment

Assess the learner's

- i) fluency as he/she reads words with madda.
- ii) appreciation as he/she writes words with madda.

Sample Activity

- Practise writing of words with Madda in your books/cards/slates.
- Read the words, you have written.

Hints for the Teacher

Emphasise correct spelling and hand writing.

WEEK 4

THEME: TAWHIID (FAITH)

SUB-THEME: Importance of Divine Books

Learning Outcome

The learner should be able to recognise the content of the holy/divine books and practise what they teach for harmonious living.

LESSON 1: The Zaburi

References

Holy Qur'an, Translated Qur'an

Key message

Allah helps me to identify content in Zaburi in order to understand the words of Allah.

Key term	Competences
<ul style="list-style-type: none"> Zaburi - a book in the Qur'an 	The learner <ol style="list-style-type: none"> identifies Zaburi from the Qur'an. describes the message in Zaburi.

Life Skills Indicators

i) Effective communication	- Confidence, accuracy, articulation, logical flow of ideas
ii) Creative thinking	- Logical reasoning
iii) Critical thinking	- Responding to questions appropriately - Selecting and evaluating information

Values

- Appreciating content of Zaburi
- Sharing content of Zaburi with others

Method

Guided discovery

Instructional material

A chart showing the message from Zaburi

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to name the books used for prayers by Muslims • Sharing with learners the books that were revealed to Prophet Muhammad • Guiding learners to identify the Zaburi from the Qur'an • Guiding learners to identify content (message) of Zaburi • Guiding learners to relate the message in Zaburi to real life situations • Guiding learners to recite the verse of the week. (<i>Surat Al-Baqarah 2:3</i>) 	<ul style="list-style-type: none"> • Naming the books used by Muslims • Naming the books that were revealed to Prophet Muhammad • Identifying the Zaburi from the Qur'an • Identifying content (message) in the Zaburi • Relating the content (message) in Zaburi to real life situations • Reciting the verse of the week (<i>Surat Al-Baqarah 2:3</i>)

Verse of the week: *Surat Al-Baqarah 2:3* "Alladhina yu-uminuuna bil-gaibi wa-yu kiimuuna swalaata wa mimmaa razaqnaahum uu-qinuuna."

Meaning: "Who believe in the unseen and perform swalat and spend out of what we provide for them".

Guidance on Assessment

Assess the learner's

- appreciation as he/ she identifies Zaburi from the Qur'an.
- ability to share with others as he/ she describes the message in Zaburi.

Sample Activity

Prepare a chart showing content of Zaburi, Oneness of Allah, prayers, wise sayings, promises, and warnings from Allah.

Hint for the Teacher

Prepare a chart with the messages in the Zaburi

- Oneness of Allah
- Prayers
- Wise sayings
- Promises
- Warnings from Allah

Lesson 2: The Tawrat

Reference

Holy Qur'an, pg.439, translated Qur'an

Key message

Allah helps me to identify content in Tawrat in order to understand the words of Allah.

Key term

- Tawrat - a book in the Qur'an

Competences

The learner

- i) identifies Tawrat from the Qur'an.
- ii) describes the message in Tawrat.

Life Skills Indicators

i) Effective communication	- Confidence, accuracy, articulation, logical flow of ideas
ii) Creative thinking	- Logical reasoning
iii) Critical thinking	- Responding to questions appropriately, selecting and evaluating information

Values

- Appreciating content of Tawrat
- Sharing content of Tawrat with others

Methods

Guided discovery, think-pair-share

Instructional material

A chart showing the message from Tawrat

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite a surah related to Zaburi • Sharing with learners the books that were revealed to Prophet Muhammad • Guiding learners to identify the Tawrat from the Qur'an • Guiding learners to recite the message for the Holy Qur'an talking about the Tawrat (Q5: 44) • Guiding learners to identify content (message) of Tawrat • Guiding learners to relate the message in Tawrat to real life situations • Guiding learners to recite Qur'anic ayah (verse) related to Tawrat 	<ul style="list-style-type: none"> • Reciting a surah related to zaburi confidently • Naming the books that were revealed to Prophet Muhammad • Identifying the Tawrat from the Qur'an • Reciting the message for the Holy Qur'an talking about the Tawrat (Q5: 44) correctly "<i>Innaa Anzalna tawraata fiihaa hudaawanuurun.....</i>" • Identifying content (message) in the Tawrat • Relating the content (message) in Tawrat to real life situations • Reciting Qur'anic ayah (verse) related to Tawrat

Guidance on Assessment

Assess the learner's

- appreciation ability as he/she identifies Tawrat from the Qur'an.
- articulation ability as he/she describes the message in Tawrat.

Sample Activity

- i) Tell the message in the Tawrat.
- ii) Recite the Qur’anic verse / Ayah related to the message of Tawrat.

Hint for the Teacher

Make a chart describing content of Tawrat

- Articles of Faith
- Commandments of Allah (Laws)
- Creation of man
- Suffering of the children of Israel
- Migration of Israel from Egypt to Canaan
- Settlement of children of Israel
- Allah’s message to the people of Israel

Lesson 3: The Injil

Reference

Holy Qur’an (Q57: 27), Translated Qur’an

Key message

Allah helps me to identify content in Injil in order to understand the words of Allah.

Key term

- Injil - a book in the Qur’an

Competences

The learner

- i) identifies Injil from the Qur’an.
- ii) describes the message in Injil.

Life Skills Indicators

i)	Effective communication:	- Confidence, Accuracy, articulation, logical flow of ideas
ii)	Creative thinking:	- Logical reasoning
iii)	Critical thinking:	- Responding to questions appropriately, selecting and evaluating information

Values

- Appreciating content of Injil
- Sharing content of Injil with others

Methods

Guided discovery, think-pair-share

Instructional materials

Manila charts, masking tape, markers

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite a surah related to Injil • Sharing with learners the books that were revealed to Prophet Muhammad (PBUH) • Guiding learners to identify the Injil from the Qur'an • Guiding learners to recite the Qur'anic verse / Ayah from the Holy Qur'an talking about Injil • Guiding learners to identify content (message) in Injil • Guiding learners to relate the message in Injil to real life situations • Guiding learners to recite a verse 	<ul style="list-style-type: none"> • Reciting a surah related to Tawrat confidently • Naming the books that were revealed to Prophet Muhammad • Identifying the Injil from the Qur'an • Reciting the message for the Holy Qur'an talking about the Injil (Q57:27) correctly "<i>Thumma qaffaynaa alaa athaarihim birusulina wakaffaynaa bi isa ibni Maryam wa-a'taynaahu injil</i>" • Identifying content (message) in the Injil • Relating the content (message) in Injil to real life situations • Reciting Qur'anic ayah related to Injil • Reciting the verse of the day (Surat Al-Hadid 57:27)

Verse of the week: Surat Al-Hadid 57:27 “Then we sent after them our messengers and we sent Isa Son of Mary and gave him the Injil ...” *“Thumma qaffayina Alaa-Aatharihim birusulinaa waqaffaynaa bi-Isa Ibun Mariam wa aatayinahu Injil ...”*

Guidance on Assessment

Assess the learner’s

- i) sharing as he/she identifies Injil from the Qur’an.
- ii) logical thinking as he/she describes the message in Injil.

Sample Activity

Ask learners to

- i) describe the message in the Injil.
- ii) recite the Qur’anic verse / Ayah related to the message of Injil.

Hint for the Teacher

Make a chart describing the message in Injil.

- Prayers
- Oneness of Allah
- Guidance
- Light
- Reminder
- Confirmation

WEEK 5

LESSON 1: Holy Qur'an

References

Holy Qur'an (Q15: 9), (Q2:2), Translated Qur'an

Key message

Allah tells me to accept the Qur'an as a complete way of life

Key term	Competences
<ul style="list-style-type: none"> Qur'an – Holy book for Muslims 	The learner <ol style="list-style-type: none"> identifies the Qur'an. describes the message in Qur'an.

Life Skills Indicators

i) Effective communication	- Confidence, accuracy, articulation, logical flow of ideas
ii) Creative thinking	- Logical reasoning
iii) Critical thinking	- Responding to questions appropriately, selecting and evaluating information

Values

- Appreciating content of Qur'an
- Sharing content of Qur'an with others

Methods

Recitation, guided discovery

Instructional materials

A chart showing the content in the Qur'an

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite a surah related to Zaburi • Sharing with learners the books that were revealed to Prophet Muhammad • Guiding learners to identify the content (Q15:9) from the Qur'an • Guiding learners to recite a verse / ayah talking about the content of the Qur'an (Q15:9) <i>"Innaa nahnu nazzalnaa zhikra wa-innaa lahu-lahaafizuun"</i> • Guiding learners to describe the content (message) of the Qur'an • Guiding learners to relate the message in the Qur'an to real life situations • Guiding learners to the recite a verse 	<ul style="list-style-type: none"> • Reciting a surah related to Zaburi confidently • Naming the books that were revealed to Prophet Muhammad • Identifying the content (Q15:9) from the Qur'an • Reciting a verse / ayah talking about the content of the Qur'an (Q15:9) • Describing the content (message) in the Qur'an • Relating the content (message) in the Qur'an to real life situations • Reciting the verse of the day (<i>Surat Al-Baqarah 2:2</i>)

Verse of the week: *Surat Al-Baqarah 2:2* (This is a book which there is no Doubt, a guidance for those conscious of ALLAH) *"Zaalika-li-kitaabu laa rayba fiihi hudan lil-mutta qiina "*

Guidance on Assessment

Assess the learner's

- i) ability to share ideas as he/she identifies content (Q15:9) from the Qur'an.
- ii) ability to present ideas logically as he/she describes the message in the Qur'an.

Sample Activity

- Describe the message in the Qur'an.
- Recite the verse from the Qur'an 15:9.

"Innaa nahnu nazzalnaa zhikra wa-innaa lahu-lahaafizuun".

Hint for the Teacher

Make a chart describing content of the Qur'an

- Oneness of Allah
- Prayer
- Paying Zakat
- Guidance
- Warning
- Light
- Enjoying good justice
- Kindness

LESSON 2: The Usefulness of the Message in the Divine Books (Zaburi and Tawrat) to Us

References

Holy Qur'an; Translated Qur'an; Hadith Books

Key message

"The divine books bring me to the right path of Allah"

Key term	Competences
<ul style="list-style-type: none"> • Divine books – Holy books 	<p>The learner</p> <ol style="list-style-type: none"> i) identifies the usefulness of the messages contained in the Zaburi and Tawrat. ii) mentions the good things we get from Zaburi and Tawrat.

Life Skills Indicators

i) Effective communication:	- Meaningfulness, accuracy, logical flow of ideas
ii) Interpersonal relationships:	- Forgiving others - caring for others - sharing with others - knowing how to be with people - respecting other people's property and culture - appreciating individual differences
iii) Critical thinking:	- Taking a decision
iv) Coping with stress:	- Being patient, forgiving others, accepting advise
v) Coping with emotions:	- Being sensitive about people's feelings

Values

- Appreciating the message in the Zaburi and Tawrat
- Sharing knowledge with others
- Being responsible

Methods

Recitation, guided discussion

Instructional materials

A chart showing the usefulness of the message from the divine books

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite surah related to the Qur'an • Sharing with learners the usefulness of the Zaburi and Tawrat 	<ul style="list-style-type: none"> • Reciting surah related to the Qur'an • Sharing the usefulness of the Zaburi and Tawrat to them • Mentioning the good things, we get from the Zaburi and Tawarat

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Discussing with learners the good things we get from the Zaburi and Tawrat • Guiding learners to relate the messages in the Zaburi and Tawrat to real life experiences • Letting learners recite verse Q2:2 	<ul style="list-style-type: none"> • Relating the messages in the Zaburi and Tawrat to real life experience he/she relates • Reciting verse Q2: 2 “Zaalika-lit-kitaabu laa rayba fiihi hudan lil-mutta qiina”

Guidance on Assessment

Assess the learner's patience as he/she identifies the usefulness of the message in the Zaburi and Tawrat books.

Sample Activity

Mention and write the usefulness of the message from Zaburi and Tawrat.

Hint for the Teacher

Prepare a chart showing the usefulness of the message from the divine books e.g.

- laws
- rules
- governing society
- moral code
- life values

Lesson 3: The Usefulness of the Message in Injil to Us

Reference

Holy Qur'an, Translated Qur'an, Hadith Books

Key message

“The divine books put me to the right path of Allah”

Key term	Competences
<ul style="list-style-type: none"> Divine books – Holy books 	The learner <ol style="list-style-type: none"> identifies the usefulness of the messages contained in the Injil. mentions the good things we get from Injil.

Life Skills Indicators

i) Effective communication:	- Meaningfulness, accuracy, logical flow of ideas
ii) Interpersonal relationships:	- Forgiving others - caring for others - respecting other people’s property - appreciating individual differences
iii) Critical thinking:	- Taking a decision
iv) Coping with stress:	- Being patient, accepting advise
v) Coping with emotions:	- Being sensitive about people’s feelings

Values

- Appreciating the message of divine books
- Sharing knowledge with others
- Being responsible

Methods

Recitation, guided discussion

Instructional materials

A chart showing the message in Injil

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite surah related to the Qur'an • Sharing with learners the usefulness of the Injil • Guiding learners to mention the good things we get from the Injil through discussion • Guiding learners to relate the messages in the Injil to real life experiences • Letting learners recite verse Q2:2 	<ul style="list-style-type: none"> • Reciting surah related to the Qur'an • Sharing the usefulness of the Injil to them • Mentioning the good things we get from the Injil • Relating the messages in the Injil to real life experience • Reciting verse Q2:2 <i>“Zaalika-lil-kitaabu laa rayba fiihi hudan lil-mutta qiina”</i>

Guidance on Assessment

Assess the learner's acceptance to be guided as he/she identifies the usefulness of the message in the Injil.

Sample Activity

Let learners write the usefulness of the message from divine books.

WEEK 6

LESSON 1: The Usefulness of the Message in the Qur'an to Us

Reference

- Holy Qur'an
- Translated Qur'an
- Hadith Books

Key message

“The divine books put me to the right path of Allah”

Key term	Competences
<ul style="list-style-type: none"> • Divine books – Holy books 	The learner <ol style="list-style-type: none"> identifies the usefulness of the messages contained in the divine books of Allah. shares the good things we get from divine books.

Life Skills Indicators

i) Effective communication	- Meaningfulness, accuracy, logical flow of ideas
ii) Interpersonal relationships	- Forgiving others - caring for others - respecting other people's property and culture - appreciating individual differences
iii) Critical thinking	- Taking a decision
iv) Coping with stress	- Forgiving others, accepting advise
v) Coping with emotions	- Being sensitive about people's feelings

Values

- Appreciating the message of divine books
- Sharing knowledge with others
- Being responsible
- Being patient

Methods

Recitation, guided discussion

Instructional materials

A chart showing the divine books

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite surah related to the Qur'an • Guide learners to identify the usefulness of the messages in the divine books (the Qur'an) • Through discussion guide learners to share the good things we get from Qur'an • Guiding learners to relate the messages in the Qur'an to real life experiences • Letting learners recite verse Q2:2 	<ul style="list-style-type: none"> • Reciting surah related to the Qur'an • Identifying the usefulness of the messages in the divine books • Sharing the good things we get from the Qur'an • Relating the messages in the Qur'an to real life experience • Reciting verse Q2: 2

Reciting verse Q2: 2: *“Zaalika-li-kitaabu laa rayba fihi hudan lil-mutta qiina”*

Guidance on Assessment

Assess the learner's sharing of ideas with others as he/she identifies the usefulness of the message in the Qur'an.

Sample Activity

Write the usefulness of the message from the Qur'an.

Lesson 2: Role Playing the Usefulness of the Message in the Divine Books (Holy Books) to Us

Reference

Holy Qur'an, Translated Qur'an, Hadith Books

Key message

“The divine books put me to the right path of Allah”

Key term	Competences
<ul style="list-style-type: none"> Divine books – Holy Books 	The learner <ol style="list-style-type: none"> identifies the usefulness of the messages contained in the divine books of Allah. role plays messages from the divine books.

Life Skills Indicators

i) Effective communication	- Confidence, meaningfulness, accuracy, logical flow of ideas
ii) Interpersonal relationships	- Forgiving others; caring for others; knowing how to be with people; respecting other people's property and culture; appreciating individual differences
iii) Critical thinking	- Taking a decision
iv) Coping with stress	- Being patient; forgiving others; accepting advise
v) Coping with emotions	- Being sensitive about people's feelings

Values

- Appreciating the message of the divine books
- Sharing knowledge with others
- Being responsible

Methods

Role playing, observation

Instructional materials

Materials for the role-play (Materials will be according to the message chosen).

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guiding learners to recite surah related to the Qur'an Guiding learners to role play some of the messages from the divine books Guiding learners to share lessons learnt Guiding learners to say a prayer thanking Allah for revealing the divine books 	<ul style="list-style-type: none"> Reciting surah related to the Qur'an Role-playing some of the messages in the divine books Sharing lessons learnt after the role plays Saying a prayer thanking Allah for revealing the divine books to Muhammad

Guidance on Assessment

Assess the learner's

- ability to memorise as he/she names some of the messages from the divine books.
- appreciation as he/she thanks God in prayer for the divine books.

Sample Activity

With guidance from your teacher, role play some of the messages from the divine books.

Hint for the Teacher

- This lesson is dedicated to practicing the messages in the divine books.
- Select different messages from the four books to be role played.

LESSON 3: The Usefulness of the Message in the Divine Books to Us

Project Work

References

Holy Qur'an, Translated Qur'an, Hadith Books

Key message

“The divine books bring me to the right path of Allah”

Key term	Competences
<ul style="list-style-type: none"> Divine books – Holy books 	The learner <ol style="list-style-type: none"> identifies the projects to carry out. carries out a project in the nearby community. shares lesson learnt from the project.

Life Skills Indicators

i) Effective communication	- Confidence
ii) Interpersonal relationships	- Caring for others, sharing with others, knowing how to be with people, appreciating individual differences
iii) Critical thinking	- Taking a decision
iv) Coping with stress	- Being patient, forgiving others, accepting advise
v) Coping with emotions	- Being sensitive about people's feelings

Values

- Appreciating the message of divine books
- Sharing knowledge with others
- Being responsible

Methods

Group work, observation

Instructional materials

Things to be use during the project

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite surah related to the Qur'an • Guiding learners to identify activities to be carried out as project work • Helping learners to carry out a project in the nearby community • Encouraging learners to share lessons learnt after the project • Guiding learners to say a prayer thanking Allah for revealing the divine books 	<ul style="list-style-type: none"> • Reciting surah related to the Qur'an • Identifying activities and organising for the project • Carrying out a project in the nearby community • Sharing lessons learnt after the project • Saying a prayer thanking Allah for revealing the divine books to Muhammad

Guidance on Assessment

Assess the learner's

- i) articulation as he/she tells the importance of the divine books.
- ii) audibility as he/she mentions devine books.

Sample Activity

Inform learners to carry out project work in the community for example; cleaning the water source, picking polthyene bags, slashing around the health centre, visiting and providing for the needy in the community.

Hint for the Teacher

This lesson is dedicated to practising the messages in the divine books.

- Guide learners to select different activities from the four books to do in the community.
- Group learners and give each group its own activity.
- Visit the community and do the different activities.

WEEK 7

THEME: FIQH (PRACTICE)

SUB-THEME: Dua after Adhan

Learning outcome

The learner should be able to appreciate and practise dua after adhan in appropriate religious situations.

LESSON 1: Reciting the Dua after Adhan

Reference

Holy Qur'an, Bukhari, Muslim, Let Us Learn Islam, pg. 97

Key message

It is my duty to learn the dua after adhan.

Key terms	Competences
<ul style="list-style-type: none"> • Dua – supplication • Adhan – call for prayer 	The learner <ul style="list-style-type: none"> i) reads through dua. ii) recites the dua after adhan.

Life Skills Indicators

i) Effective communication	- Audibility, accuracy, fluency, confidence, articulation
ii) Critical thinking	- Responding to questions appropriately

Values

- Respecting the dua after adhan
- Being patient in mastering the dua after adhan
- Obedience to the message in the dua

Methods

Observation, recitation

Instructional material

Chart showing the dua to be recited

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guiding learners to recite a verse from the Qur'an related to the dua after adhan Q62: 10 Guiding learners to read through the dua Guiding learners to recite the dua. Help learners to recite <i>Surat Al-Jumu'ah 62: 10</i> 	<ul style="list-style-type: none"> Reciting a verse from the Qur'an related to the dua after adhan Q62: 10 Reading the dua correctly Reciting the dua with correct pronunciation Reciting <i>Surat Al-Jumu'ah 62: 10</i> <i>"Fa-izaa quzwi yati sswalaatu fantashiruu fil arudhi wabtaguu min fazil Allaahi wazkuruu allaaha kathiiran..."</i>

Guidance on Assessment

Assess the learner's fluency as he/she recites the dua after adhan.

Sample Activity

Tell learners to recite the dua after adhan.

Hint for the Teacher

Display the dua after adhan on a chart.

Dua after adhan

Allahumma rabba haazhihi dda'awal ttaammah, wa sswalaatil-qaa-imah, aati Muhammada nil-wa siilata wal-fadhwiilah, wab-athuhu magaama mmahmuudani llazhii wa-adtah.

Oh Allah; The Lord of this perfect call and of this prayer above to be performed, grant our Prophet Muhammad the favour of nearness unto you and excellence and elevate Him to the high position that you have promised Him.

LESSON 2: Translation of the Dua after Adhan

Reference

The Holy Qur'an, Islamic books (Bukhari, Muslim, Tirmidh, Nasa-i), Let us Learn Islam Pg.97

Key message

Allah guides me to understand the meaning of the dua after adhan.

Key terms	Competences
<ul style="list-style-type: none"> • Dua – supplication • Adhan – call for prayer 	The learner <ol style="list-style-type: none"> i) reads the English version of the dua after adhan. ii) recites the dua after adhan in English version

Life Skills Indicators

i) Effective communication	- Accuracy, meaningfulness, articulation
ii) Critical thinking	- Responding to questions appropriately; analysing statements

Values

- Sharing ideas with others
- Appreciating the message in the translation of the dua

Methods

Demonstration (I do, we do, you do) observation

Instructional material

A chart showing dua adhan

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite the dua after adhan • Help learners to share the translated version of the dua after adhan with learners • Guiding learners to read the translated version of the dua with correct pronunciation • Guiding learners to recite the verse of the week • <i>Surat Al-Jumu'ah 62: 10 "Fa-izaa quzwi yati sswalaatu fantashiruu fil arudhi wabtaguu min fazil Allaahi wazkuruu allaaha kathiiran"</i> 	<ul style="list-style-type: none"> • Reciting the dua after adhan • Reading the translated version of the dua after adhan with correct pronunciation • Reciting the verse of the week • Sharing the translated version of the dua after adhan with learners • Reciting the verse of the week

Verse of the week: *Surat Al-Jumu'ah 62: 10 "Fa-izaa quzwi yati sswalaatu fantashiruu fil arudhi wabtaguu min fazil Allaahi wazkuruu allaaha kathiiran..."*

Guidance on Assessment

Assess the learner's articulation as he/she reads the translated version of dua after adhan.

Sample Activity

In groups of three let the learners read the translated version of the dua after adhan.

"Oh Allah, the lord of this perfect call and of this prayer about to be performed. Grant our beloved Muhammad the favour of nearness unto you and excellence. And put him to the high position that you have promised him"

Lesson 3: The Meaning of the Dua after Adhan

References

The Holy Qur'an, Hadith books, Let Us Learn Islam pg. 97

Key message

Allah tells me to recite the dua after adhan as a sign of respecting Him.

Key terms	Competence
<ul style="list-style-type: none"> • Dua – supplication • Adhan – call for prayer 	The learner tells the meaning of the dua after adhan.

Life Skills Indicators

i) Effective communication	- Accuracy, meaningfulness, confidence
ii) Creative thinking	- Logical reasoning

Value

Appreciating the meaning of the dua

Methods

Recitation, guided discovery

Instructional material

A chart showing the meaning of the dua after adhan

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to read the English version of the dua after adhan • Sharing with learners the meaning of the dua after adhan 	<ul style="list-style-type: none"> • Reading the dua after adha • Giving the meaning of the dua after adhan

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guiding learners to recite the verse of the week 	<ul style="list-style-type: none"> Reciting the verse of the week (<i>Surat Al-Jumu'ah 62: 10</i>)

Verse of the week: *Surat Al-Jumu'ah 62: 10* “Fa-izaa quzwi yati sswalaatu fantashiruu fil arudhi wabtaguu min fazil Allaahi wazkuruu allaaha kathiiran....”

Guidance on Assessment

Assess the learner's patience as he/she tells the meaning of the dua after adhan.

Sample Activity

Individually write the meaning of dua after adhan in your notebooks.

Hint for the Teacher

Note the meaning of the dua after adhan as follows:

- Adhan is a true call from Allah
- Adhan is perfect
- Prayer should follow after adhan
- Allah already promised the high position to Muhammad (PBUH)

WEEK 8

Lesson 1: Importance of the Dua after Adhan

References

The Holy Qur'an; Q2: 186, Hadith books (Abu Daud, Hadith 1482),
 Let us Learn Islamic 8, Pg. 97.

Key message

Dua is an act of worship

Key terms	Competences
<ul style="list-style-type: none"> • Dua – supplication • Adhan – call for prayer 	The learner <ol style="list-style-type: none"> i) gives the importance of the dua after adhan. ii) recites the dua after adhan.

Life Skills Indicators

i) Effective communication	- Accuracy, meaningfulness, confidence
ii) Creative thinking	- Logical reasoning
iii) Critical thinking	- Responding to questions appropriately

Values

Sharing ideas with others

Methods

Guided discussion, recitation

Instructional materials

A chart showing the surah to be recited

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Sharing more about the importance of the dua after adhan • Guiding learners to recite the dua after adhan • Narrating hadith on the dua after adhan • Letting learners write the importance of the dua after adhan • Guiding learners to recite Hadith 1482 	<ul style="list-style-type: none"> • Giving the importance of the dua after adhan • Reciting dua after adhan • Listening and answering questions • Writing the importance of the dua after adhan • Reciting Hadith 1482 <i>“Addu-aa-u huwal ibaradah”</i> <i>Meaning: “Dua is an act of worship”</i>

Guidance on Assessment

Assess the learner's

- i) articulation as he/she gives the importance of the dua after adhan.
- ii) pronunciation as he/she recites hadith 1482.

Sample Activity

With guidance from your teacher, narrate the Hadith

An-Nu-umaan bun Bashir radhwiya Allahu anhu qaala: Anna Nabiyy Swalla Allahu alaihi wa sallama qaala. Addu-aa-u huwal-ibaadah (Rawaihu Tirmidh wa Abu Daud).

Narrated by Mu-uman bun Bashir (May Allah be pleased with him). The Prophet of Allah (Peace Be Upon Him) said; “Dua is an act of worship).

Hints for the Teacher

Note: Importance of dua after Adhan;

- Brings one close to Allah
- It is an act of worshipping Allah
- Brings one close to Prophet Muhammad (Peace Be Upon Him)
- Shows that Allah will have pity on whoever says it
- It develops one's faith in Allah
- Develops one's love for the Prophet Muhammad (PBUH)

Lesson 2: Performing (demonstrating) Dua after Adhan

References

Holy Qur'an, Hadith books (Bukhari, Muslim), Let us learn Islamic, pg 97

Key message

Allah wants me to be practical when praying to Him.

Key terms	Competences
<ul style="list-style-type: none"> • Dua – supplication • Adhan – call for prayer 	The learner <ul style="list-style-type: none"> i) recites the dua after adhan. ii) demonstrates the dua after adhan.

Life Skills Indicators

i) Effective communication	- Audibility, accuracy, confidence, meaningfulness, articulation
ii) Assertiveness	- Being open, volunteering, giving reasons for action plan
iii) Decision making	- Telling consequences of decisions made

Values

- Sharing ideas with others
- Appreciating worship
- Obedience to Allah during dua

Methods

Observation, demonstration, recitation

Instructional materials

Materials to use during demonstration

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Letting learners recite hadith • Guiding learners to recite the dua after adhan Q7: 55; "Invoke/Pray to your Lord in humility and in secret. He likes not the aggressors" • Demonstrating the posture during the dua after adhan • Guiding learners to say a prayer thanking Allah 	<ul style="list-style-type: none"> • Reciting hadith 1482 "Addu-aa-u huwal ibaradah" • Reciting the dua after adhan • Demonstrating the right posture during dua after adhan • Saying a prayer thanking Allah

Guidance on Assessment

Assess the learner's **confidence as he/ she** says the dua after adhan correctly.

Sample Activity

Let learners practise saying dua after adhan.

Hint for the Teacher

Flow the following steps in preparation for a demonstration:

- Gather learners in an open well laid place.
- Guide them on how to practically say dua after adhan by raising their hands openly while kneeling.
- Start supplicating as they observe.
- Instruct them to repeat what you do.
- Let individual learners demonstrate saying the dua.

Lesson 3: Writing the Dua after Adhan

Reference

The Holy Qur'an, Islamic Teaching (From known Islamic scholars like Imam Shafii)

Key message

When you write you remember.

Key terms

- Dua – supplication
- Adhan – call for prayer

Competences

The learner

- i) recites the dua after adhan.
- ii) writes the dua after adhan.

Life Skill Indicator

Creative thinking: - Finding different ways of doing things

Values

- Taking care to correctly write the dua
- Appreciating facts

Methods

Recitation, demonstration (I do, we do, you do)

Instructional materials

Chart, markers, masking tape/glue

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guiding learners to recite dua after adhan Guiding learners to write dua after adhan in Arabic and the translated version Help learners to recite the verse of the week. (<i>Qur'an: Sural-Ashareh 94: 5-6</i>) 	<ul style="list-style-type: none"> Reciting the dua after adhan correctly Copying the dua after adhan in Arabic and the translated version correctly and neatly Reciting the verse of the week (<i>Qur'an: Sural-Ashareh 94: 5-6</i>)

Note: Words of encouragement on the value of writing;

"Maa kutiba kar-rwa, wa maa hufizhwa far-rwa"

"What you write sticks in mind and whatever you memorise may run away from mind/be forgotten"

Verse of the week: *Qur'an: Sural-Ashareh 94: 5-6 "Fa iina ma-al-usri Yusraa, Inna ma-al-usri Yusraa"*

Guidance on Assessment

Assess the learner's

- ability to make right choices as he/ she writes the dua after adhan.
- audibility as he/she reads the dua after adhan.

Sample Activity

Let learners fill in the spaces using words given in the brackets below:
 (*Muhammad, prayer, perfect call, nearness, high position*)

Oh Allah! The Lord of this _____ and of this _____ about to be performed. Grant our beloved _____ the favour of _____ unto you and excellence. And put him to the _____ that you have promised him.

Hint for the Teacher

- Moving around to make sure learners recite the dua correctly.
- Making individual learners read through what they have written with correct pronunciation.

WEEK 9

Lesson 1: Practising Reciting Dua after Adhan

References

Holy Qur'an: Surat Al-Jumu'ah 62: 9, Bukhari, Muslim

Key message

It is my duty to learn the dua after adhan.

Key term	Competence
<ul style="list-style-type: none"> Adhan – call for prayer 	The learner recites the dua after adhan.

Life Skill Indicators

Effective communication	<ul style="list-style-type: none"> - Accuracy - Fluency - Audibility - meaningfulness
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Value

Responsibility to master the dua after adhan

Methods

Recitation, observation

Instructional materials

Chart, markers, masking tape

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Leading learners to recite hadith Guiding learners to practice reciting dua after adhan as a class, in groups and as individuals Letting learners recite Surat Al-Jumuah 	<ul style="list-style-type: none"> Reciting hadith 1482 "Addu-aa-u huwal ibaadah" Reciting the dua as a whole class, in groups and as individuals Reciting the verse of the week. (<i>Surat Al-Jumuah</i> 62: 10)

Verse of the week: *Surat Al-Jumuah* 62: 10 "Fa-izaa quzwi yati sswalaatu fantashiruu fil arudhi wabtaguu min fazil Allaahi wazkuruu allaaha kathiiran..."

Guidance on Assessment

Assess the learner's articulation level as he/she recites the dua after adhan.

Sample Activity

Prepare learners to recite the dua after adhan as individuals.

"Allahumma Rabba hadhihid-da`watit-tammah, was-solatil qa'imah, ati Muhammadan-l-wasilata wal-fadilah, wa-b`ath-hu maqaman mahmudan-il-ladhi wa`adtahu"

Hint for the Teacher

Note: This lesson is meant to enable learners master the dua.

- Display a chart showing the dua after adhan.
- Call individuals to recite the dua after adhan.

Lesson 2: Jumbled Dua

References

The Holy Qur'an, let us Learn Islam pg. 97

Key message

Reciting the dua correctly makes me acceptable before Allah.

Key term	Competences
<ul style="list-style-type: none"> Dua – supplication 	The learner <ul style="list-style-type: none"> i) recites the dua after adhan. ii) re-arranges the jumbled dua correctly.

Life Skills Indicators

i) Problem solving:	- Taking a decision, making a choice
ii) Creative thinking:	- Logical reasoning, finding different ways of doing things
iii) Coping with stress:	- Being patient

Values

- Taking responsibility to perfecting things
- Sharing ideas with others

Methods

Observation, guided discovery

Instructional materials

Flip chart, markers, masking tape

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Asking learners to recite the dua after adhan Guiding learners to read through the Jumbled dua displayed on the chart Guiding learners to arrange parts of the dua correctly Asking learners to read the parts put together Letting learners recite Surat Sharh 	<ul style="list-style-type: none"> Reciting the dua after adhan Reading through the Jumbled dua after adhan displayed on a chart Arranging parts of the dua correctly Reading the parts put together to ensure correctness Reciting the verse of the week (<i>Surat Sharh 94: 5 – 6</i>)

Verse of the week: *Surat Sharh 94: 5 – 6* “*Fa inna ma –al usri yusraa, inna ma al usri yusraa*” - “Verily, along with every hardship is relief, verily, along with every hardship is relief”.

Guidance on Assessment

Assess the learner’s critical thinking ability as he/she arranges the jumbled dua.

Sample Activity

Provide jumbled sentences then ask the learner to arrange them correctly.

Hint for the Teacher

Make cut-outs of this kind;

Allahumma rabha haadhihi

Dda-awati ttaamman

Wasswalaatil qaa-imah

Lesson 3: Muslims’ Reaction after Calling / Adhan

References

The Holy Qur’an, Translated Qur’an

Key message

Allah always guides me to say the dua after adhan

Key term	Competences
<ul style="list-style-type: none"> Adhan – call for prayer 	<p>The learner</p> <ul style="list-style-type: none"> i) identifies the behaviour of Muslims after Adhan. ii) identifies Role played by Muslim’s after the Adhan.

Life Skills Indicators

i) Effective communication:	- Audibility, confidence, fluency, accuracy
ii) Creative thinking:	- Logical reasoning - initiating new ideas - innovativeness - finding different ways of doing things

Values

- Co-operating with fellow Muslims in reciting dua after adhan
- Appreciating facts about dua after adhan

Methods

Observation, dramatisation, recitation, role playing

Instructional materials

The Holy Qur'an, costumes, documentaries, Islamic CDs

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Asking learners to recite the dua after adhan • Guiding learners identify the reaction of Muslims after adhan • Help learners to identify the roles played by Muslims after adhan • Guiding learners to recite the verse of the week (<i>Surat Sharh 94: 5 – 6</i>) 	<ul style="list-style-type: none"> • Reciting the dua after adhan. • Identifying the reaction of Muslims after adhan. • Sharing roles played by Muslims after adhan. • Reciting the verse of the week (<i>Surat Sharh 94: 5 – 6</i>)

Verse of the week: *Surat Sharh 94: 5 – 6* “Verily, along with every hardship is relief, verily, along with every hardship is relief”. “*Fa inna ma –al usri yusraa, inna ma al usri yusraa*” -

Guidance on Assessment

Assess the learner's **cooperation with others as he/she** identifies things Muslims do after the adhan.

Sample Activity

Guide learners to role play Muslim reactions after the adhan in groups of 3.

WEEK 10

THEME: MORAL AND SPIRITUAL TEACHINGS

Sub-theme: Laws

Learning Outcome

The learner should be able to appreciate and apply the moral and spiritual teachings about divine laws in various situations for a peaceful living.

Lesson 1: Laws

References

Bible, The Holy Qur'an, a copy of school rules

Key message

Allah is happy when I obey the laws.

Key term	Competences
<ul style="list-style-type: none"> Categories - groups 	The learner <ul style="list-style-type: none"> i) explains what a law is. ii) names the categories of laws. <ul style="list-style-type: none"> - Man-made laws - God made laws

Life Skills Indicators

i) Effective communication:	- Audibility, fluency
ii) Critical thinking:	- Responding to questions, selecting & evaluating information, analysing statements

Values

- Appreciating the laws
- Obeying the laws
- Being a responsible person to keep the laws

Methods

Recitation, brainstorming

Instructional materials

The Holy Qur'an, Bible, school rules

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Explaining to the learners what law is • Sharing with learners the two categories of laws (Man-made and God made laws) • Guiding learners to say a prayer asking God to help them obey the laws • Guiding learners to recite the verse of the week 	<ul style="list-style-type: none"> • Explaining what law is • Naming the two categories of laws • Saying a prayer asking God to help them obey the laws • Reciting the verse of the week (Surat Al-Maidah 5: 47)

Verse of the week: Surat Al-Maidah 5: 47, “And whoever does not judge by the Quran such people are rebellious or disobedient to Allah” *“Waman lam yahkum bimaanzala allahu fa-ula’ika hum-li-faasi quun”*

Guidance on Assessment

Assess the learner's

- i) logical thinking as he/she explains what a law is.
- ii) audibility as he/she mentions the 2 categories of laws.

Sample Activity

Let learners recite a poem about people keeping the laws, individually and in pairs.

Hint for the Teacher

What a law is:

- *A law is a set of rules that are to be followed in a given institution or society.*
- *They are rules that everyone in a society must obey/follow.*

Categories of laws

Man-made laws and God made laws.

- God made laws are laws got from the Holy Books i.e. Qur'an, Bible e.g. do not steal; do not commit adultery/fornication
- Man-made laws made by man/group of people
 - International laws
 - Country laws
 - Organisational laws
 - Society laws

Lesson 2: God Made Laws (The Islamic Laws)

References

The Holy Qur'an, Hadith Books, documentaries

Key message

It is my duty to obey the Islamic laws being laws from God.

Key terms

- Sharia (laws governing Islam)
- Hadith (sayings from the prophet)
- source (origin)

Competences

The learner

- explains God made laws.
- defines sharia laws.
- gives examples of sharia laws.

Life Skills Indicators

i) Critical thinking:	- Responding to questions appropriately; selecting and evaluating information; analysing statements
ii) Creative thinking:	- Logical reasoning, initiating new ideas
iii) Problem-solving:	- Taking decisions, making choices, evaluating facts

Values

- Appreciating the sharia
- Respecting the sharia law

Methods

Guided discovery, group work

Instructional materials

The Holy Qur'an, Hadith Books, Bible, chart showing God made laws, masking tape

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Sharing with learners God made laws • Help learners to define a sharia law • Asking learners to give examples of the sharia law • Guiding learners to share what they are to do to keep the sharia law • Letting learners recite verse of the week 	<ul style="list-style-type: none"> • Mentioning God made laws • Telling what the sharia law is • Giving examples of the sharia law • Mentioning what they are to do to keep the sharia law • Reciting verse of the week <i>Qur'an 5: 47'</i>

Verse of the week: Qur'an 5: 47' "And whoever doesn't judge by the Qurán such people are rebellious or disobedient to Allah".

Guidance on Assessment

Assess the learner's

- i) Logical reasoning as he/she explains the sharia law.
- ii) Sharing with others as he/she gives examples of sharia law.

Sample Activity

Inform learners to write the Islamic God made laws in their books.

Hints for the Teacher

God made laws

- God made laws are laws made by God and they are found in the Quran or the Bible for the Christians
- Islamic laws/sharia law and its source is the Qur'an and Hadith
- Examples of Islamic laws are: if someone steals, his or her arms must be cut; if someone commits adultery, they should be stoned to death
- The Christian laws include the Ten Commandments
- You may invite a resource person to talk about the sharia law

Lesson 3: Man-made – (Laws in Our School)

References

The Holy Qur'an, Bible, School rules

Key message

Allah wants me to obey the laws in our school.

Key term	Competences
<ul style="list-style-type: none"> • laws – rules 	<p>The learner</p> <ol style="list-style-type: none"> i) names the rules in school. ii) gives the rules in a class.

Life Skills Indicators

i) Non-violent conflict resolution:	<ul style="list-style-type: none"> - Resolving issues without fighting, negotiation, using appropriate language
ii) Interpersonal relationships:	<ul style="list-style-type: none"> - Forgiving others - Interacting freely with others - Caring for others; sharing with others - Working together - Respecting other people's property and culture - Appreciating individual differences

Values

- Respecting the rules
- Obeying the leaders
- Sharing ideas with others
- Being responsible

Methods

Guided discussion, think-pair-share, rote method

Instructional materials

The Holy Qur'an, Bible, a copy of school rules

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to name some rules in the school • Sharing with learners the class laws • Asking learners to share what they are to do after knowing the school class rules • Guiding learners to say a prayer asking God to help them obey the school and class rules • Guiding learners to recite the verse of the week 	<ul style="list-style-type: none"> • Giving examples of school rules they know • Mentioning the class rules • Sharing what they are to do after knowing the school and class rules • Saying a prayer asking God to help them obey the school and class rules • Reciting the verse of the week (Qur'an 5: 47)

Verse of the week

Qur'an 5: 47' "And whoever doesn't judge by the Qur'an such people are rebellious or disobedient to Allah"

Guidance on Assessment

Assess the learner's

- i) audibility as he/she names the school laws.
- ii) sharing with classmates as he/she mentions the class laws.

Sample Activity

Ask learners to recite the rhyme below:

Keep the rules, Keep the rules
Keep the rules.
The rules in your school
Keep the rules to live in peace
Keep the rules
That is what Allah wants

Hint for the Teacher

Note: Examples of rules in a school

- Putting on a school uniform
- Attending all classes
- Respecting teachers
- Keeping the environment clean
- Respect for fellow children
- Respecting others things

WEEK 11

Lesson 1: Made- laws (Laws at home)

References

The Holy Qur'an, Bible

Key message

Allah wants me to obey the home laws.

Key terms

- obey – follow
- laws - rules

Competences

The learner

- i) gives the rules at home.
- ii) roles play keeping rules at home.

Life Skills Indicators

i) Non-violent conflict resolution:	- resolving issues without fighting, negotiation, using appropriate language
ii) Interpersonal relationships:	- Forgiving others; interacting freely with others; caring for others; sharing with others; working together; respecting other people's property and culture; appreciating individual differences

Values

- Respecting the others
- Obeying the parents

Methods

Guided discussion, recitation, role play

Instructional materials

The Holy Qur'an

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Saying surah related to laws • Asking learners to name some of the laws at home • Sharing with learners the common laws at home • Guiding learners to role-play activities they do to keep laws at home • Asking learners to share lessons learnt • Guiding learners to say a prayer asking God to help them keep the laws at home 	<ul style="list-style-type: none"> • Saying surah related to laws • Sharing laws at home according to their experience • Naming the common laws at home • Role playing keeping laws at home • Sharing lessons learnt • Saying a prayer asking God to help them keep the laws at home

Guidance on Assessment

Assess the learner's

- sharing with others as he/she names the rules at home.
- obedience as he/ she explains how rules at home are obeyed.

Sample Activity

Let the learners in groups of 5 role plays keeping rules at home.

Hints for the Teacher

- Organise learners in groups.
- Let them share the rules in their homes.
- Guide the groups to select and role play some of the rules at home.
- Observe learners as they role play.
- Give individual learners opportunity to give the rules in their homes.

Lesson 2: Man-made Laws (Laws of the State/Country)

- Labour laws
- Civil laws
- Criminal laws

References

Bible, Qur'an, Constitution of Uganda, a copy of children's laws

Key message

I should respect the laws to avoid conflicting with other people.

Key terms	Competences
<ul style="list-style-type: none"> • labour – work • civil – having to do with people • criminal – being against something 	<p>The learner</p> <ul style="list-style-type: none"> i) names some of the laws of the country. ii) explains some of the laws of the country.

Life Skills Indicators

i) Decision making:	- Acceptance, refusal, asking questions
ii) Problem-solving:	- Taking a decision, making choices, evaluating facts

Values

- Co-operating with others
- Respecting the law
- Being a responsible citizen

Methods

Guided discovery, group work, think-pair-share

Instructional materials

A chart showing some of the laws in Uganda

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite a surah related to laws • Sharing with learners the laws of the state • Guiding learners to tell what they are to do to keep the laws of the state • Guiding learners to say a prayer • Helping learners to recite the verse of the week (Qur'an 5: 47) 	<ul style="list-style-type: none"> • Reciting a surah related to laws • Mentioning the laws of the state • Telling what they are to do to obey the laws of the state • Saying a prayer asking God to help them keep the laws of the state • Reciting the verse of the week (Qur'an 5: 47)

Verse of the week: Qur'an 5: 47' "And whoever doesn't judge by the Qurán such people are rebellious or disobedient to Allah". *"Wamalam yahkum bimaa anzala Allaahu fa.ula-ika hum li-faasi quun*

Guidance on Assessment

Assess the learner's

- i) respect to the law as he mentions the laws of the country.
- ii) problem solving as he/ she mentions solutions for keeping the laws.

Sample Activity

Tell learners to recite the following rhyme:

*I know the laws
 The laws of my country
 I keep the laws
 I follow the laws
 Keep the laws
 Follow the laws
 We shall live in peace*

Hint for the Teacher

You will need to bring the documents about the rules in class. Let the children know that the country has the following laws; but say more about the children's laws.

- Constitutional laws
- Marriage laws
- Inheritance laws
- Children's laws i.e., children need to be provided with basic needs such as security, food, sanitation, clothes, naming, education, etc.

Lesson 3: Importance of Laws

References

Bible, Qur'an, Constitution of Uganda

Key message

Allah tells me to obey the laws to live in peace in society.

Key term	Competences
<ul style="list-style-type: none"> • laws- rules 	The learner <ul style="list-style-type: none"> i) gives the importance of laws. ii) writes the importance of laws.

Life Skills Indicators

i) Decision making	- Acceptance, telling consequences of decisions made
ii) Problem-solving	- Taking a decision, making choices
iii) Critical thinking	- Making the best use of the information that you have
iv) Creative thinking	- Logical reasoning

Values

- Respecting each other
- Being patient to laws

Methods

Guided discussion, recitation

Instructional materials

A chart showing the importance of laws

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Saying a surah related to the law • Sharing the importance of laws • Helping learners to write the importance of laws • Guiding learners to say a prayer thanking God for the laws • Asking learners to recite the verse of the week 	<ul style="list-style-type: none"> • Saying a surah related to the law • Mentioning the importance of laws • Writing the importance of laws • Saying a prayer thanking God for the law • Reciting the verse of the week. (<i>Qur'an 5: 47</i>)

Verse of the week: *Qur'an 5: 47* "And whoever doesn't judge by the Qurán such people are rebellious or disobedient to Allah". "*Wamalam yahkum bimaanzala Allaahu fa.ula-ika hum li-faasi quun*"

Guidance on Assessment

Assess the learner's

- i) use of law as he/she states the importance of laws in society.
- ii) appreciation as he/ she desires through his/her talk to keep the laws.

Sample Activity

Guide learners to recite the poem

I know the laws

The laws of my country

I keep the laws

I follow the laws

Keep the laws

Follow the laws

We shall live in peace

Hint for the Teacher

Note some of the importance of the laws:

- Maintain order
- Protect the weak people
- Control bad behaviour
- Promote gender balance
- Bring peace and security
- To create love among people

WEEK 12

Lesson 1: Dangers of Breaking the Rules/Regulations Laws at School

References

Bible, Qur'an, school rules/regulations

Key message

I should obey the rules in order to live at peace at school.

Key term	Competences
<ul style="list-style-type: none"> rules 	The learner <ol style="list-style-type: none"> gives the dangers of breaking the rules at school. tells the punishments given to children who break the rules at school.

Life Skills Indicators

i) Negotiation	- Using persuasive language, temper control, apologising, responding appropriately
ii) Creative thinking:	- Finding different ways of doing things
iii) Problem-solving:	- Taking a decision, making choices

Values

- Respecting one another
- Appreciating other people's views

Methods

Guided discussion, role play

Instructional materials

Qur'an, Bible, costumes

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guiding learners to share experiences of the effect of breaking the rules at school Creating a situation where children do not obey the rules at school and what happened to them Guiding learners to tell the dangers of not keeping the rules at school Guiding learners to share the lessons learnt from the situation shared by the teacher Guiding learners to say a prayer asking God to forgive them for not obeying the school rules Asking learners to recite <i>Qur'an</i> 5: 47' 	<ul style="list-style-type: none"> Sharing experiences of the effect of breaking the rules at school Answering questions related to about the situation told by the teacher Telling the dangers of not keeping the rules at school Sharing lessons learnt from the situations told by the teacher Saying a prayer asking God to forgive them for not obeying the school rules Reciting the verse of the week. (<i>Qur'an</i> 5: 47)

Verse of the week: *Qur'an* 5: 47' "And whoever doesn't judge by the *Qur'an* such people are rebellious or disobedient to Allah". "Wamalam yahkum bima'anzala Allaahu fa.ula-ika hum li-faasi quun"

Guidance on Assessment

Assess the learner's

- articulation ability as he/ she mentions the dangers of disobeying rules at school.
- confidence as he/she mentions two forms of punishments given to children who break rules at school.
- respect for other people's views as he/she gives at least three reasons why those rules should be respected.

Sample Activity

Ask learners to role play children (girls and boys) dodging class and hiding in the bush in a group of 5's. A parent finds them and takes them to the head teacher. They are punished. The children apologise and promise to obey the school rules and regulations.

Hint to the Teacher

The role play should bring out repentance and the need to change.

Keeping rules helps to

- create peace at school.
- produce good performance.
- give respect for one another.
- bring out love.
- care for one another.
- promote working together.

Lesson 2: Dangers of Breaking Rules at Home

References

Newspapers, Qur'an, Bible

Key message

I should obey the Rules at home in order to live in peace

Key terms

- dangers – harm
- rules

Competences

The learner

- i) gives the dangers of breaking rules at home.
- ii) tells the punishments given for breaking the rule.

Life Skills Indentifiers

i) Decision making:	- Acceptance; refusal; telling consequences of decisions made; giving instructions
ii) Assertiveness:	- Listening and valuing what others say; expressing one's point of view
iii) Non-violent conflict resolution:	- Resolving issues without fighting - Negotiation - Using appropriate language - Assisting others to an understanding

Values

- Respecting rules at home
- Appreciating people who make rules
- Loving each other
- Obeying parents

Methods

Discussion, role play

Instructional materials

A chart showing parents talking to a child at home.

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to share experiences of breaking the rule at home and what happened • Guiding learners to tell the dangers of not keeping the rules • Guiding learners to role play dangers of not obeying rules at home • Guiding learners to say a prayer asking God to forgive them for not obeying the rules at home • Asking learners to recite <i>Qur'an 5: 47</i> 	<ul style="list-style-type: none"> • Sharing experiences of breaking the rule at home and what happened • Telling the dangers of not keeping the rule at home • Role playing dangers of not obeying rules at home • Saying a prayer asking God to forgive them for not obeying the laws at home • Reciting the verse of the week (<i>Qur'an 5: 47</i>)

Verse of the week: *Qur'an 5: 47* "And whoever doesn't judge by the Qurán such people are rebellious or disobedient to Allah". "*Wamalam yahkum bimaa anzala Allaahu fa.ula-ika hum li-faasi quun*"

Guidance on Assessment

Assess the learner's

- expression of his point of view as he/ she tells two dangers of breaking the law at home.
- appreciation as he/she mentions two forms of punishments given to people who break the laws at home.

Sample Activity

Prepare learners to role play when (girls and boys) have broken the rules at home and the parents punish them. The children apologise and promise to obey the laws.

Hint to the Teacher

The role play should bring out repentance and promise to change.

Lesson 3: Dangers of Breaking Laws in the State/ Country

Reference

Newspapers, Qur'an, Bible

Key message

I should observe the law and abide by it to avoid dangers in the society.

Key terms

- dangers – harm
- breaking – change

Competences

The learner

- gives the dangers of breaking laws.
- tells the punishments given to people who break laws.

Life Skills Indicators

i) Decision making:	- Acceptance; refusal; telling consequences of decisions made; giving instructions
ii) Assertiveness:	- Listening and valuing what others say; expressing one's point of view
iii) Non-violent conflict resolution:	- Resolving issues without fighting; negotiation; using appropriate language

Values

- Respecting the laws
- Loving each other

Methods

Guided discovery, recitation

Instructional materials

A chart showing punishments given to people who break the law, newspapers

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to share experiences about people who broke the law in their community • Telling a situation where people do not obey the law and what happened to them • Guiding learners to tell the danger of not keeping the laws in society • Guiding learners to name the punishment given to people who do not keep the law • Guiding learners to share the lessons learnt from the situation shared • Guiding learners to say a prayer asking God to help them obey the laws • Letting them recite the verse of the week 	<ul style="list-style-type: none"> • Sharing experiences of people who broke the law and what happened to them • Answering questions related to the situation told by the teacher • Telling the dangers of not keeping the law • Mentioning punishment given to people who do not keep the law • Sharing lessons learnt from the situations told by the teacher • Saying a prayer asking God to help them obey the law • Reciting the verse of the week (Qur'an 5: 47)

Verse of the week: *Qur'an 5: 47* "And whoever doesn't judge by the Qurán such people are rebellious or disobedient to Allah". *"Wamalam yahkum bimaanzala Allaahu fa.ula-ika hum li-faasi quun"*

Guidance on Assessment

Assess the learner's

- i) logical reasoning as he/she tells the dangers of breaking the laws of the state.
- ii) concern as he/she mentions punishments given to people who break the laws in the state.

Sample Activity

Organise learners to role play where some people kidnap children and they are arrested, imprisoned or punished in public. The role play should bring out repentance and promise to change.

Hint for the Teacher

Note some of the dangers:

- Creates conflicts in the society
- People are being exploited
- Insecurity i.e., kidnapping children, killing people
- Sending away people from their land
- Being arrested
- Getting imprisoned
- Being killed
- Getting burnt

TERM 3

WEEK 1

THEME: HISTORY OF ISLAM

SUB-THEME: Khadijah and the Revelation

Learning Outcome

The learner should be able to understand and appreciate the importance of the continuous revelation occurrences right from the time of the Prophet (PBUH) to the present-day religious experience.

Lesson 1: Events which Occurred Immediately after the First Revelation

Reference

Qur'an 96: 1-5

Key message

Allah is happy when I appreciate the message revealed to Prophet Muhammad.

Key term	Competences
<ul style="list-style-type: none"> • events - happenings 	The learner <ol style="list-style-type: none"> identifies the messages of the first revelation. tells the events that happened after the first revelation.

Life Skills Indicators

i) Empathy	- Caring; supporting others; comforting others
ii) Problem-solving	- Taking a decision, making choices
iii) Critical thinking	- Responding to questions appropriately

Values

- Sharing
- Love
- Appreciation
- Cooperation
- Respect
- Obedience

Methods

Guided discussion, story telling

Instructional materials

A chart showing the first five verses of Iqrah

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite surah related to the first revelation to Prophet Muhammad • Telling a story related to what happened in the cave immediately after the revelation • Sharing the first five verses of Iqrah • Instructing learners to practice reading of the verses • Guiding learners to recite the verse of the week 	<ul style="list-style-type: none"> • Reciting surah related to the first revelation • Listening to the story and answering questions • Mentioning what is in the first five verses of Iqrah • Practicing the reading of verses of Iqrah • Reciting the verse of the week. (Surat Al-Iqrah 96: 1)

Verse of the week: “In the name of your Lord who has created all that exists.
 Surat Al-Iqrah 96: 1 *“I qra-u bismi rabbika llazii khalaq”*”

Guidance on Assessment

Assess the learner's

- confidence in sharing information as he/she tells what happened after the first revelation.
- ability to support other learners as he/ she re-tells the story of what happened in the cave.
- audibility as he/she recites the first five verses of Surah Iqrah.

Sample Activity

Guide learners in pairs and individually to recite Surah Iqrah Q 96:1-5 below:

Igra'bismi Rabbikal-lazee khalaq

Read! In the name of your lord who has created all that exists

Khalaqal- insaana min alaq

He created man from a clot

Iqra" wa Rabbukal- Akram.

Read! And your lord is the most generous

Allazee allama bilqalam

Who has taught the writing by the pen.

Allamal- insaana maa lam ya'lam

He has taught man that which he knew not.

Hint for the Teacher

- Prepare a chart showing the first five verses of Surah Iqrah.
- Let individual learners practice reciting the first five verses of Surah Iqrah.

Lesson 2: Khadijah's Reactions

References

Qur'an, Hadith

Key message

Allah is happy when I accept His message.

Key term	Competences
<ul style="list-style-type: none"> reactions - responses 	The learner <ol style="list-style-type: none"> identifies what Khadijah did when the Prophet approached her. describes Khadijah's response after being told the message.

Life Skills Indicators

i) Empathy	- Listening to others
ii) Problem-solving	- Taking a decision
iii) Coping with stress	- Accepting advice; narrating personal experience

Values

- Sharing the experiences
- Cooperating with one another
- Loving the Prophet who brings Allah's message

Methods

Storytelling, guided discovery, guided discussion

Instructional materials

Chart, markers

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guiding learners to recite the first five verses of Iqrah Telling a story about Khadijah's experience Sharing Khadijah's reaction as told in the story Guiding learners to share lessons learnt Guiding learners to recite the verse of the week 	<ul style="list-style-type: none"> Reciting the first five verses of Surah Iqrah Listening and answering questions about the story Mentioning Khadijah's reactions Sharing lessons learnt Reciting the verse of the week. (Q 96: 1)

Verse of the week: “In the name of your Lord who has created all that exists -
 Q 96: 1 “*I qra-u bismi rabbika llazii khalaq*”

Guidance on Assessment

Assess the learner’s

- i) confidence as he/she mentions Khadijah’s reaction towards the 1st revelation.
- ii) articulation as he/ she gives the lessons learnt from Khadijah’s reaction.

Sample Activity

Guide learners in groups of three to role play a situation when one is sick, feeling cold, shivering and goes back to parents! What happens?

Hint for the Teacher

Khadija’s reactions to Prophet Muhammad (PBUH);

- She received the message wholeheartedly.
- She accepted everything that was said by the Prophet as was revealed.
- She accepted Islam.

Lesson 3: The role of Waraqa bin Nawfal

References

Qur’an, Hadith

Key message

Allah is happy when I help those in need.

Key term

- Waraqa bin Nawfal - He was an old man who was an expert in translating the scriptures.

Competences

The learner

- i) shares the story about Waraqa bin Nawfal experience.
- ii) tells lessons learnt from Waraqa bin Nawfal’s experience.

Life Skills Indicators

i) Friendship formation:	- Sharing; working with others; love; concern; trustworthiness; coping with stress
ii) Coping with stress:	- Being patient, accepting advice
iii) Effective communication:	- Confidence, logical flow of ideas

Values

- Sharing the experience of Waraqa bin Nawfal with others
- Caring for others
- Cooperating with others

Methods

Storytelling, rote method

Instructional materials

A chart showing people in need, resource person

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to share experiences about people they have ever helped • Telling the story about Waraqa bin Nawfal's experience to learners • Guiding learners to share lessons learnt from the story • Guiding learners to recite the verse of the week 	<ul style="list-style-type: none"> • Sharing experiences about people they have ever helped • Listening to the story about Waraqa bin Nawfal and answering questions • Sharing lessons learnt from the story • Reciting the verse of the week. (Q 96: 1)

Verse of the week: "In the name of your Lord who has created all that exists.
 Q 96: 1 *"I qra-u bismi rabbika llazii khalaq"*

Guidance on Assessment

Assess the learner's

- i) articulation as he/ she mentions Waraqa bin Nawufal's reaction.
- ii) concern for other people as he/ she tells how Khadijah helped Prophet Muhammad (PBUH).

Sample Activity

Ask learners to:

1. Give at least 2 good things done by the following people/angels.
 - a) Khadijah
 - b) Waraqa-bin-Nawufal
2. Recite a rhyme about helping those in need.

Help, help, help

Help the sick

Help the poor

Help the sick

Help the orphans

Help the widow

Help, help, help

Allah will reward you

WEEK 2

THEME: READING OF THE QUR'AN

SUB-THEME: Rites of the Qur'an

Learning Outcome

The learner should be able to understand, recognise and practise the performance of the required religious rites in the day-to-day use of the Qur'an.

Lesson 1: Rites

Reference

Qur'an 16: 98, 4: 43, 5: 6

Key message

I should respect the Holy Qur'an.

Key term	Competences
<ul style="list-style-type: none"> rites - religious customs 	The learner <ol style="list-style-type: none"> gives the meaning of the word "rites". names the rites performed before reciting the Qur'an.

Life Skills Indicators

i) Effective communication	- Accuracy, meaningfulness, articulation
ii) Critical thinking	- Responding to questions appropriately
iii) Assertiveness	- Being open

Values

- Respecting the Holy Books
- Responsibility towards protecting the Holy Books
- Caring for the Holy Books

Methods

Guided discussion, demonstration, recitation

Instructional Materials

A chart showing a person reading the Qur'an

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite a surah related to the Qur'an • Sharing the meaning of rites with the learners • Sharing with learners the rites performed before reciting the Qur'an • Guiding learners on how rites are performed through demonstration • Guiding learners to recite Qur'an verse 5:6 	<ul style="list-style-type: none"> • Reciting a surah related to the Qur'an • Telling the meaning of rites • Naming rites performed before reciting the Qur'an • Demonstrating performing rites before reading the Qur'an • Reciting the verse of the week. (Qur'an 5: 6)

Verse of the week. Qur'an 5: 6 "O you who believe! When you intend to offer As-Salat (prayer), wash your face and your hands up to the elbows ..." "Yaa ayyuha llaziina a'manuu izaa qumtum ila swalaati fagsiluu wujuuhakum wa-aydiyakum...."

Guidance on Assessment

Assess the learner's

- i) confidence as he/she explains the rites.
- ii) choice making as he/she names 3 rites performed before reciting the Qur'an.
- iii) audibility as he/she recites the verse of the week.

Sample Activity

Ask learners to name 3 rites done before reciting Quran.

Hint for the Teacher

Note: The rites performed before reading the Qur'an

- Wudhu
- Saying Istidha
- Saying basmallah

Lesson 2: Performing Wudhu

Reference

Qur'an 5: 6

Key message

Allah wants me to perform wudhu before prayers.

Key term	Competences
<ul style="list-style-type: none"> • Wudhu – ablution 	<p>The learner</p> <ul style="list-style-type: none"> i) explains how Wudhu is performed. ii) performs Wudhu.

Life Skills Indicators

i) Effective communication	- Fluency; audibility; confidence
ii) Creative thinking	- Innovativeness; finding different ways of doing things

Values

- Respecting Allah's commands
- Responsible when performing Wudhu
- Sharing materials with others

Methods

Demonstration, role play, group work

Instructional materials

Water, soap, toilet paper, a chart showing the steps of getting Wudhu

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite surah related to Wudhu • Explaining how Wudhu is performed using a chart • Demonstrating how Wudhu is performed • Instructing learners to perform Wudhu following the steps • Guiding them to recite the verse of the week 	<ul style="list-style-type: none"> • Reciting surah related to Wudhu • Listening to the instructions and following the steps on a chart on how to perform Wudhu • Observing how Wudhu is performed following the steps • Performing Wudhu following the steps • Reciting the verse of the week (Qur'an 5: 6)

Verse of the week: Qur'an 5: 6 "O you who believe! When you intend to offer As-Salat (prayer), wash your face and your hands up to the elbows ..."

"Yaaay yuha llaziina a'manuu iza qumtum ila swalaati fagsiluu wujuuhakum Wa-aydiyakum"

Guidance on Assessment

Assess the learner's

- ability to make right choices of the body parts to clean as he/she performs wudhu.
- fluency as he/ she recites the verse of the week.

Sample Activity

Organise the sentences below in the correct order of performing Wudhu.

1. Wiping the head
2. Washing the face
3. Washing the arms
4. Washing the feet

Hint for the Teacher

- Prepare a chart showing the steps of performing Wudhu.
- Prepare materials like jerry can, water, soap, toilet paper.
- Encourage learners to practice in their free time.

Lesson 3: Rhyme about Performing Wudhu

Reference

Qur'an 5: 6

Key message

Allah tells me to be pure before and while reading the Qur'an.

Key term	Competences
<ul style="list-style-type: none"> • pure – clean • Basmallah – in the name of God 	The learner <ol style="list-style-type: none"> demonstrates performing Wudhu. recites rhyme about performing Wudhu.

Life Skills Indicators

i) Effective communication:	- Fluency, audibility, confidence
ii) Peer resistance:	- Standing by one's values and beliefs; standing by one's principles

Values

Respecting Allah's book

Methods

Demonstration, guided discovery, guided discussion, rote method

Instructional materials

A chart showing the rhyme on performing Wudhu

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to demonstrate how to perform Wudhu • Sharing with learners when to say Istidha and Basmallah • Guiding learners to recite a rhyme on performing Wudhu • Asking learners to recite Qur'an 5: 6 	<ul style="list-style-type: none"> • Demonstrating how to perform Wudhu • Telling when to say Istidha and Basmallah • Reciting a rhyme on performing Wudhu • Reciting the verse of the week – (Qur'an 5: 6)

Verse of the week: Qur'an 5: 6; "O you who believe! When you intend to offer As-Salat (prayer), wash your face and your hands up to the elbows ..." "Yaa ayyuha llaziina a'manuu izaq qumtum ila swalaati fagsiluu wujuuhakum wa-aydiyakum ila-li-mara'fiqi...."

Guidance on Assessment

Assess the learner's pronunciation as he/ she recites the poem.

Sample Activity

Let learners recite the poem below:

Before I pray

Before I pray, I clean my body

I perform Wudhu to make myself clean

I wash my mouth and nose

I wash my face

I wash my arms

I wipe my head

I wipe my ears

I wash my feet

I make myself clean

To speak to Allah

Allah accepts my prayers

When I am clean

WEEK 3

Lesson 1: Arabic Vowels in Words

Reference

Yasarana

Key message

I can identify Arabic vowels in words.

Key term	Competences
<ul style="list-style-type: none"> Arabic vowels 	The learner <ol style="list-style-type: none"> identifies Arabic vowels in word. reads the Arabic vowel correctly.

Life Skill Indicators

Effective communication: - Audibility, articulation, accuracy

Value

Appreciating the Arabic vowels

Methods

Demonstration, I do, we do, you do

Instructional materials

A chart showing Arabic words

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guiding learners to recite a known surah related to Arabic alphabet Guiding learners identify Arabic vowels from words 	<ul style="list-style-type: none"> Reciting a surah with confidence Identifying Arabic vowels from different words

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guiding learners to read the Arabic vowels Guiding learners to recite <i>Qur'an 39: 9</i> 	<ul style="list-style-type: none"> Reading Arabic vowels Reciting the verse of the week (<i>Qur'an 39: 9</i>)

Verse of the week: *Qur'an 39: 9*; "Are those who know equal to those who know not" "*hal yastawi llazii nay a.alamu'na walla-ziinz laa ya.alamu'na*"

Guidance on Assessment

Assess the learner's

- choice making as he/ she identifies the Arabic vowels from words.
- audibility as he/ she reads Arabic vowels.

Sample activity

Ask learners to read Arabic vowels from the given words.

Hint for the Teacher

- Prepare a variety of cards with Arabic words for children to identify and read the vowels.
- Let the learners do the activity in groups.
- Give opportunity to individual learners to identify and read.

Lesson 2: The Arabic Syllables

Reference

Yasarana, Arabic written alphabet chart

Key message

I am eager to learn Arabic alphabet and join letters to form syllables.

Key term	Competences
<ul style="list-style-type: none"> alphabet - script 	The learner <ol style="list-style-type: none"> forms Arabic syllables. reads the Arabic syllables. writes Arabic syllables.

Life Skill Indicators

Effective communication: - Audibility, articulation, accuracy

Values

Recognising the formation of letters

Methods

Recitation, demonstration, I do, we do, you do

Instructional materials

Markers, a chart showing Arabic alphabets with vowels and consonants

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guiding learners to read the Arabic alphabet Guiding learners to form Arabic syllables from the alphabet Helping learners to read Arabic syllables Guiding learners to write Arabic syllables Guiding learners to recite <i>surat Al-Alaq 96:1</i> "I qrq-u bismi rabbika llaziikkhalaaq" Reciting the verse of the week-(Qur'an 39: 9) 	<ul style="list-style-type: none"> Reading Arabic alphabet with correct pronunciation Forming Arabic syllables from Arabic alphabet Reading formed syllables Writing Arabic syllables Reciting surat Al-alaq 96:1 Reciting the verse of the week. (Qur'an 39: 9)

Verse of the week: Qur'an 39: 9; "Are those who know equal to those who know not" "*Hal yastawi llazii nay a.alamu'na walla-ziinz laa ya.alamu'na*

Guidance on Assessment

Assess the learner's

- i) accuracy as he/she forms Arabic syllables.
- ii) articulation as he/she reads the Arabic syllables.
- iii) choice making as he/she writes Arabic syllables.

Sample Activity

In pairs, identify vowels from the Arabic alphabet, read Arabic syllables and write the syllables in your notebooks.

Hint for the Teacher

- Use Yassarna for Arabic alphabet reading.
- Provide alphabet letters on flash cards for forming syllables.
- Let learners do this activity in groups.
- Give opportunity to individual learners to identify and read syllables.

Lesson 3: Forming Arabic Words

References

Qur'an, Hadith, Yasarana

Key message

Allah guides me to form words using Arabic alphabet.

Key term	Competences
<ul style="list-style-type: none"> • Qur'an – Holy book for Muslims 	The learner <ol style="list-style-type: none"> i) identifies Arabic vowels. ii) forms syllables. iii) joins syllables to form Arabic words.

Life Skills Indicators

i) Effective communication	- Meaningfulness, confidence, accuracy, articulation
ii) Creative thinking	- Logical reasoning
iii) Critical thinking	- Making the best use of information that you have

Values

- Sharing ideas with others
- Appreciating the Arabic writing

Methods

Guided discovery, group work and demonstration (I do, we do, you do)

Instructional materials

A chart showing Arabic alphabets and words

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite a surah related to the alphabet • Guiding learners to form words from syllables • Guiding learners to read the Arabic words formed • Guiding learners to write the Arabic words • Guiding learners to recite the verse of the week <i>Qur'an 39: 9</i> 	<ul style="list-style-type: none"> • Reciting surah related to the alphabet • Forming words from syllables • Reading Arabic words formed from syllables with correct pronunciation • Writing the Arabic words correctly • Reciting the verse of the week

Verse of the week: Qur'an 39: 9; "Are those who know equal to those who know not" "*Hal yastawi llazii nay a.alamu'na walla-ziinz laa ya.alamu'na*"

Guidance on Assessment

Assess the learner's

- i) sharing ability as he/she forms Arabic words using syllables.
- ii) audibility as he reads the Arabic words.
- iii) appreciation ability as he/she writes at least 6 Arabic words using the alphabet.

Sample activity

Let learners write 5 Arabic words individually in their books.

Hint for the Teacher

- Use *Yasar-na* to get Arabic letters.
- Prepare the chart showing Arabic words formed from syllables to be used as examples.
- Prepare cut-outs of Arabic syllables, and letters for learners to work with to form words.
- Let this activity be done in groups and then individually.
- Let learners first form the same word as those on the chart.
- Let learners write the Arabic words formed.

WEEK 4

THEME: TAWHIID (FAITH)

Sub-Theme: Uniqueness of the Qur'an

Learning Outcome

The learner should be able to appreciate and recognise the uniqueness of the Qur'an for meaningful spiritual growth.

Lesson 1: Uniqueness of the Qur'an – The Miracles

Reference

Qur'an 2: 185; "The month of Ramadan in which it was revealed"

Key message

Allah guides me to believe in the holy Qur'an.

Key terms	Competences
<ul style="list-style-type: none"> • uniqueness – being the only one of its kind • miracles – wonders 	The learner <ol style="list-style-type: none"> sharing the uniqueness of the Qur'an. identifies miracles in the Qur'an which make it unique.

Life Skills Indicators

i) Effective communication:	- Confidence, articulation, accuracy
ii) Creative thinking:	- Logical reasoning
iii) Critical thinking:	- Responding to questions appropriately, selecting and evaluating information

Values

- Respecting the Qur'an
- Appreciating the miracles in the Qur'an

Methods

Guided discovery, storytelling

Instructional materials

Qur'an, chart showing the miracles that make the Qur'an unique

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Reciting a verse related to the Qur'an • Sharing with learners the uniqueness of Qur'an • Guiding learners to identify the miracles in the Qur'an that make it unique • Guiding learners to recite a verse Q 2: 285 • Guiding learners to say a prayer thanking God for the Holy Qur'an 	<ul style="list-style-type: none"> • Reciting the surah • Mentioning things that make Qur'an unique • Identifying the miracles in the Qur'an • Reciting Qur'an 2: 285 • Saying a prayer thanking God for the Holy Qur'an

Verse of the week: Qur'an 2: 285 "The messenger (Muhammad – PBUH) believes in what has been sent down to him from his Lord and (so do) the believers. Each one believes in Allah, His angles, His books and His messengers ..." "A'mana rrasuulu bimaa unzilailayhi min rrabih wal-mu-uminuuna kullun a'mana billaahi..."

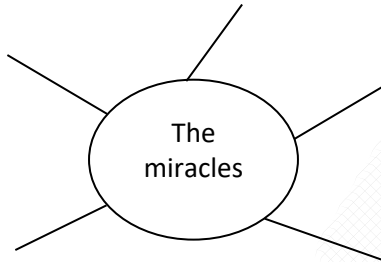
Guidance on Assessment

Assess the learner's

- ability to share with others as he/ she tells when the Qur'an was revealed.
- self-reliance as he/she names the miracles that make the Qur'an to be unique.
- fluency as he/she recites the surah of the week.

Sample Activity

Ask learners to write the miracles that make the Qur'an unique



Hint for the Teacher

Organise for a visit to the mosque or invite the Imam/Sheik to tell the learners miracles that make the Qur'an unique.

Note: The Qur'an contains miracle received by the Prophet who didn't know how to read and write

Lesson 2: Uniqueness of the Qur'an – Universal

Reference

Qur'an

Key message

Allah guides me to believe in the Holy Qur'an.

Key term

- uniqueness – being the only one of its kind
- universal – worldwide
- genuine - true message

Competences

The learner

- i) explains why the Qur'an is universal.
- ii) names people who use the Qur'an.

Life Skills Indicators

i) Effective communication	- Confidence, articulation, accuracy
ii) Creative thinking	- Logical reasoning
iii) Critical thinking	- Responding to questions appropriately

Values

- Respecting the Qur'an
- Appreciating the message in the Qur'an

Methods

Guided discovery

Instructional materials

Qur'an, a chart showing the things that make the Qur'an unique

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Reciting a verse related to the Qur'an • Sharing with learners how the Qur'an is universal • Guiding learners to name the people who use the Qur'an • Guiding learners to say a prayer thanking Allah • Guiding learners to recite a verse 	<ul style="list-style-type: none"> • Reciting the surah • Giving reasons why the Quran is universal • Naming the people who use the Qur'an • Saying a prayer thanking Allah for the Qur'an • Reciting Ayah Qur'an 2: 285

Reciting Ayah Qur'an 2: 285 "The messenger (Muhammad – PBUH) believes in what has been sent down to him from his Lord and (so do) the believers. Each one believes in Allah, His angles, His books and his messengers ..."

"A'mana rrasuulu bimaa unzilailayhi min rrabihii wal-mu-uminuuna kullun a'mana billaahi..."

Guidance on Assessment

Assess the learner's

- i) Logical reasoning as he/ she explains why the Qur'an is used worldwide.
- ii) Share with friends as he/ she names any two people who use the Qur'an.
- iii) Fluency as he/ she recites the surah of the week.

Sample Activity

Guide learners to recite a verse of the week.

Hint for the Teacher

You may invite the Imam/Sheik to tell the learners why the Qur'an is universal.

Note: Some of the reasons why the Qur'an is universal;

- Is used by all Muslims
- It is original
- It is a word of God
- It is genuine - has a true message
- The messages in the Qur'an do not change

Lesson 3: Uniqueness of the Qur'an vs Messages of other Holy Books

References

Qur'an, Hadith

Key message

Allah helps me to appreciate other holy books in the Qur'an.

Key term	Competences
<ul style="list-style-type: none"> • Hadith 	The learner <ol style="list-style-type: none"> i) identifies the holy books in the Qur'an. ii) names the holy books in the Qur'an.

Life Skills Indicators

i) Creative thinking:	- Logical reasoning
ii) Critical thinking:	- Responding to questions appropriately

Values

- Appreciating the holy books in the Qur'an
- Sharing new ideas regarding the Qur'an

Methods

Guided discovery, group work, recitation

Instructional materials

Qur'an, documentaries, a chart showing the holy books found in the Qur'an.

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite a verse related to the Qur'an • Guiding learners through guided discovery to identify the holy books in the Qur'an • Helping learners to name the holy books in the Qur'an that makes it unique • Guiding learners to say a prayer thanking Allah for the Holy books in the Qur'an • Guiding learners to recite ayah Qur'an 2: 285 	<ul style="list-style-type: none"> • Reciting a verse related to the Qur'an • Identifying the holy books in the Qur'an • Naming the holy books in the Qur'an that makes it unique • Saying a prayer thanking Allah for the Holy books in the Qur'an • Reciting Qur'an 2: 285

Reciting Qur'an 2: 285: "The messenger (Muhammad – PBUH) 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 ..."

"A'mana rrasuulu bimaa unzilailayhi min rrabih wal-mu-uminuuna kullun a'mana billaahi"

Guidance on Assessment

Assess the learner's

- i) logical reasoning as he/ she mentions reasons that make the Qur'an unique.
- ii) Ability to share with classmates as he/she identifies the holy books from the Qur'an.

Sample Activity

Prepare learners to recite the rhyme below:

The Qur'an is unique
It has holy books
Zaburi
Taurat
Injil
All are holy

Hint for the Teacher

Note: The holy books in the Qur'an that make it unique are Zaburi, Taurat, Injil

WEEK 5

THEME: FIQH (PRACTICE)

Sub-theme: Impurities and Toilet Manners

Learning Outcome

The learner should be able to appreciate the teaching about impurities *Najasah* and *Instinjah* for meaningful performance of Wudhu so as to live a healthy religious life.

Lesson 1: Najasah (Impurities)

Reference

Qur'an

Key message

Allah tells me to keep my body clean as a sign of worship.

Key term	Competences
<ul style="list-style-type: none"> Najasah - impurities 	The learner <ul style="list-style-type: none"> i) gives the meaning of the word najasah. ii) identifies different types of najasah.

Life Skills Indicators

i) Self-awareness	- Talking about one's culture e.g. tribe, home, religion; knowing one's position and responsibility; caring for oneself
ii) Self-esteem	- Expressing likes and dislikes
iii) Assertiveness	- Being open, expressing one's point of view; standing in for one's right

Values

- Appreciating the cleanliness
- Being responsible to keep my body clean
- Independent in carrying out a decision

Method

Guided discussion

Instructional materials

A chart showing types of impurities

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite a surah related to uniqueness of the Qur'an • Explaining the meaning of najasah to the learners • Sharing the types of najasah (impurities) with the learners • Guiding learners to recite Q 2: 173 • Guiding learners to say a prayer thanking Allah for guidance on performance of Wudhu 	<ul style="list-style-type: none"> • Reciting a surah related to the uniqueness of the Qur'an • Telling the meaning of najasah • Naming the types of najasah (impurities) • Reciting verse Q 2: 173 • Saying a prayer thanking Allah for guidance on performing wudhu

Reciting verse Q 2: 173. "He has forbidden you from the dead animals, blood, pigs, and that meat slaughtered without the name of Allah." *"Innamaa harrama alaykum li-maytata wa-ddama wa-lahma li khinziir.wa-maa-uhilla bihi li gayri llaahi..."*

Guidance on Assessment

Assess the learner's

- i) openness as he/ she explains the meaning of najasah.
- ii) ability to share with others as he/she gives at list 4 types of impurities.

Sample Activity

Organise learners to recite verse 2: 173;

“He has forbidden you from the dead animals, blood, pigs, and that meat slaughtered without the name of Allah”

Hint for the Teacher

Emphasise the:

- definition of hajasah (impurities).
- types of impurities.

Lesson 2: Examples of Impurities

Reference

Qur’an

Key message

Allah helps me to avoid haram and work with halaal.

Key term	Competences
Najasah - impurities	The learner i) gives examples of impurities. ii) explains how to avoid the impurities.

Life Skills Indicators

i) Creative thinking	- Logical reasoning, initiating new ideas, innovativeness
ii) Problem solving	- Taking a decision, making a choice

Values

- Respecting God’s command
- Being patient and avoiding eating haram
- Caring for your body by eating halaal

Methods

Guided discussion, demonstration

Instructional materials

A chart showing examples of impurities

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite a surah related to the Qur'an • Sharing examples of impurities in Islam • Helping learners to explain how to avoid impurities in Islam • Letting learners to write examples of impurities and how to avoid them • Guiding learners to recite Q 2: 17 	<ul style="list-style-type: none"> • Reciting a surah related to the Qur'an • Naming some of the impurities in Islam • Explaining how to avoid impurities in Islam • Writing examples of impurities and how to avoid them • Reciting verse Q 2: 173

Reciting verse Q 2: 173. "He has forbidden you from the dead animals, blood, pigs, and that meat slaughtered without the name of Allah." *"Innamaa harrama alaykum li-maytata wa-ddama wa-lahma li khinziir.wa-maa-uhilla bihi li gayri llaahi..."*

Guidance on Assessment

Assess the learner's

- cooperation with the classmates as he/she gives examples of impurities in Islam.
- fluency as he/ she recites verse 2:173.

Sample Activity

Ask learners to:

- Name the impurities
- Recite verse 2:173

Hint to the teacher

Impurities - contamination/not pure/dirty

Examples of impurities include faeces, urine, blood, flesh of pigs, stray dogs and alcohol

Lesson 3: Istinjae (Toilet Manners)

Reference

Qur'an

Key message

Allah helps me to keep clean as party of purity.

Key terms

- Istinjae – purifying
- Istinjae – removing impurities using water

Competences

The learner

- i) tells the meaning of Istinjae.
- ii) explains the toilet manners.
- iii) practises good toilet manners.

Life Skills Indicators

i) Self-awareness	- Knowing one's position and responsibility; caring for oneself
ii) Self-esteem	- Expressing likes and dislikes
iii) Assertiveness	- Being open; standing for one's right

Values

- Respecting God's command
- Caring for your body by following appropriate toilet manners

Methods

Guided discussion, demonstration, recitation

Instructional materials

A chart showing appropriate toilet manners

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guiding learners to recite a surah related to the Qur'an Sharing with learners what Istinjæe means Guiding learners to explain the correct toilet manners they should follow Demonstrating to practise good toilet manners Guiding learners to recite Q 2:173 	<ul style="list-style-type: none"> Reciting a surah related to the Qur'an Telling what Istinjæe means Explaining the correct toilet manners, they should follow Practicing good toilet manners Reciting the verse of the week Q 2: 173

Reciting verse Q 2: 173. "He has forbidden you from the dead animals, blood, pigs, and that meat slaughtered without the name of Allah." *"Innamaa harrama alaykum li-maytata wa-ddama wa-lahma li khinzir.wa-maa-uhilla bihi li gayri llaahi..."*

Guidance on Assessment

Assess the learner's

- logical reasoning as he/she explains what Istinjæe is.
- appreciation of Islamic toilet manners as he/ she tells the appropriate toilet manners.
- practising good toilet manners.

Sample Activity

Let learners recite surah related to toilet manners.

Hint to the Teacher

- You may talk about "Instijmaar" as well – removing impurities using stones

WEEK 6

Lesson 1: Ablution

Reference

Qur'an

Key message

Allah is not happy when I break ablution.

Key term

- Ablution – washing the body or parts of the body before swalah (praying)

Competences

The learner

- i) tells the meaning of ablution.
- ii) explains the importance of ablution to a Muslim.
- iii) performs ablution.

Life Skills Indicators

i) Self-awareness	- Knowing one's position and responsibility
ii) Self-esteem	- Expressing likes and dislikes
iii) Assertiveness	- Standing up for one's right

Value

Respecting God's command

Methods

Demonstration, recitation

Instructional materials

A chart, marker

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite a surah related to the Qur'an • Sharing with learners what ablution is • Guiding learners to give the importance of ablution • Demonstrating how to perform ablution • Guiding learners to recite a verse 	<ul style="list-style-type: none"> • Reciting a surah related to the Qur'an. • Telling the meaning ablution • Explaining the importance of ablution. • Performing ablution • Reciting the verse of the week. (For God loves those who turn to Him constantly and He loves those who keep themselves pure and clean) Sura Al-Baqarah 2; 222

Guidance on Assessment

Assess the learner's

- ability to share with the classmate as he/ she explains what ablution is.
- articulation as he/ she gives the importance of ablution.
- self- reliance as he/ she demonstrates the perform ablution.

Sample Activity

Let learners recite surah related to ablution.

Hint to the Teacher

Emphasise the meaning and importance of ablution here.

Lesson 2: Conditions which Make Ablution Necessary

Reference

Qur'an

Key message

I know the conditions necessary for ablution

Key term	Competences
<ul style="list-style-type: none"> ablution – making oneself clean before prayer 	The learner <ol style="list-style-type: none"> explains the conditions necessary for ablution. names the conditions necessary for ablution. performs ablution.

Life Skills Indicators

i) Self-awareness:	- Knowing one's position and responsibility
ii) Self-esteem:	- Expressing likes and dislikes
iii) Assertiveness:	- Standing for one's right

Values

Respecting God's command

Methods

Recitation, guided discussion, project work

Instructional materials

A chart showing conditions which make ablution necessary

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guiding learners to recite a surah related to ablution Sharing with learners through guided discussion conditions necessary for ablution Guiding learners to perform ablution Guiding learners to recite a verse 	<ul style="list-style-type: none"> Reciting a surah related ablution Telling the conditions necessary for ablution Performing ablution. Reciting the verse of the week (For God loves those who turn to Him constantly and He loves those who keep themselves pure and clean.) Sura Al-Baqarah 2; 222

Guidance on Assessment

Assess the learner's

- i) confidence as he/she explains the conditions necessary for ablution.
- ii) audibility as he/she names two conditions necessary for ablution.
- iii) self reliance as he/she demonstrates how to perform ablution.

Sample Activity

Let learners recite surah related to ablution.

Hint for the Teacher

Conditions necessary for ablution

- Salat
- Recitation of the Qur'an

Project work

- Prepare learners to go to the nearby mosque.
- Give clear instructions on what to ask and observe while at the mosque.
- Guide learners on how to make ablution and observe them.
- Allow learners to enter the mosque and see what is done from inside.

Lesson 3: How Muslims should Use Toilets with or without Water

Reference

Qur'an

Key message

It is good to use water after visiting the toilet.

Key term	Competences
<ul style="list-style-type: none"> • salat - prayer 	The learner <ol style="list-style-type: none"> explains how Muslims use toilets with or without water. names things used. practises toilet manners with or without water.

Life Skills Indicators

i) Effective communication	- Confidence
ii) Critical thinking	- Giving reasons for actions taken
iii) Self-awareness	- Knowing one's position and responsibility
iv) Self-esteem	- Expressing likes and dislikes
v) Assertiveness	- Standing for one's rights

Values

- Obedient to Allah's message on usage of toilet
- Respecting Allah's command on usage of toilet
- Honesty when getting wudhu

Methods

Guided discussion, brainstorming, recitation, demonstration, rote method

Instructional materials

Things that should be done while using a toilet, water, soap, toilet papers, jerry can, stones, soft leaves, mosque

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite surah related to toilet manners • Sharing with learners through guided discussion how Muslims use toilets with or without water 	<ul style="list-style-type: none"> • Reciting surah related to toilet manners • Explaining how Muslims use toilets with or without water • Naming the things Muslims use in toilets

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guiding learners through brainstorming to name the things Muslims use for toilets Demonstrating toilet manners Helping learners to recite the verse of the week (Surat Al-Maidah 5:6) 	<ul style="list-style-type: none"> Practising toilet manners in the nearest mosques Reciting the verse of the week (Surat Al-Maidah 5:6)

Verse of the week (O you who have believe, when you rise up for prayer, wash your faces, and hands up to the elbows, and wipe your heads, and(wash) your feet up to the ankles. And if you are under an obligation, then wash).

Guidance on Assessment

Assess the learner's

- i) shares ideas with classmates as he/she explains the Muslims use the toilet with or without water.
- ii) articulation as he/she names two things used when in the toilet.
- iii) obedience as he/she practises toilet manners.

Sample Activity

Ask learners to mention two ways of practising good toilet manners.

Hint for the Teacher

- Prepare materials to use in advance
- Sing any song related to ablution

WEEK 7

THEME: MORAL AND SPIRITUAL TEACHINGS

SUB-THEME: Dua

Learning Outcome

The learner should be able to understand, appreciate and participate in the practice of duas for appropriate occasions in order to acquire meaningful religious experiences and relationships with others.

Lesson 1: Dua – *Rabbi Zidnii ilman* (Acquisition of Knowledge)

Reference

Qur'an 20: 114 “My Lord increase my knowledge”. “Rabbi Zidnii ilman”

Key message

I pray to Allah for knowledge.

Key terms	Competences
<ul style="list-style-type: none"> • Rabbi zidni ilma - ... Lord advance me in knowledge and grant me wisdom • Dua - praying 	The learner <ol style="list-style-type: none"> i) names the dua related to knowledge. ii) recites the dua <i>Rabbi Zidni ilman</i> (related to acquisition of knowledge).

Life Skill Indicators

Effective communication	- Articulation, confidence and meaningfulness
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Values

- Sharing knowledge with others
- Appreciating God's message

Methods

Demonstration, recitation

Instructional materials

A chart showing the dua-related knowledge

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite any known dua • Guiding learners to mention any dua they know • Sharing with learners the dua related to knowledge • Guiding the learners to read through the dua related to knowledge on the chart • Reciting the dua with correct pronunciation 	<ul style="list-style-type: none"> • Reciting any known dua • Mentioning any dua they know • Listening to the dua related to knowledge • Reading the dua written on the chart • Reciting the dua with correct pronunciation

Guidance on Assessment

Assess the learner's audibility as he/she recites the dua related to knowledge.

Sample Activity

Prepare learners to practise reciting the dua.

Hint for the Teacher

- Prepare a chart showing the Dua Rabbi zini ilma ... Lord advance me in knowledge and grant me wisdom
- Encourage learners to practice reciting the dua as a class, in groups and as individuals

Lesson 2: Explaining the Dua

Reference

Qur'an 20: 114 “My Lord increase me in knowledge” “*Rabbi Zidnii ilaman*”.

Key message

Allah is the provider of knowledge.

Key terms

- *Rabizidini ilmawar* – Lord advance me in knowing
- *Zukinfalimano*h – and grant me wisdom

Competences

The learner

- i) explains the meaning of the dua related to knowledge.
- ii) recites the dua related to knowledge.

Life Skills Indicators

i) Effective communication	- Audibility, confidence, articulation, accuracy
ii) Critical thinking	- Analysing statements, taking a decision

Values

- Sharing knowledge with other people
- Being obedient to Allah

Methods

Guided discussion, think-pair-share

Instructional materials

A chart showing the meaning of dua related to knowledge

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Explaining the meaning of dua related to knowledge Instructing learners to write the dua related to knowledge with translation Instructing learners to recite the dua related to knowledge 	<ul style="list-style-type: none"> Telling the meaning of the dua related to knowledge. Writing the dua and its translation. Reciting the dua related to knowledge (Qur'an 20: 114) "My Lord increase me in knowledge"

Guidance on Assessment

Assess the learner's decision making as he/she matches the words to their meaning.

Sample Activity

Let learners:

1. Read the English and Arabic sentences about knowledge

Lord advance me in knowledge	- <i>waruzukuni fahim</i>
Grant me wisdom	- <i>rabbi zzidini llima</i>

2. Re-arrange Arabic words correctly into a full sentence (*Waruzukuni, fahima, rabbi, zlidini, ilima*).

Hint for theTeacher

- Prepare cut-outs of the words to be reorganised in advance.
- Ensure correct pronunciation of the words.

Lesson 3: Dua Practices (Dua related to Knowledge)

Reference

Qur'an 20: 114 "My Lord increase me in knowledge" "*Rabbi Zidni ilma*"

Key message

I feel happy when praying to Allah.

Key term	Competences
<ul style="list-style-type: none"> Allah – <i>God</i> 	The learner <ol style="list-style-type: none"> recites the dua related to knowledge. practises the dua related to knowledge.

Life Skills Indicators

i) Effective communication	- Fluency, audibility, confidence, articulation, accuracy
ii) Creative thinking	- Logical reasoning, initiating ideas, innovativeness

Values

- Cooperating with others
- Sharing ideas with others

Methods

Guided discussion, demonstration, recitation

Instructional materials

Clean place and mosque mats

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guiding learners to recite a dua related to knowledge Explaining how to practise dua related to knowledge Demonstrating reciting the dua related to knowledge 	<ul style="list-style-type: none"> Reciting a dua related to knowledge Listening to the teachers as he/she explains on how to practise dua related to knowledge Practicing reciting the dua related to knowledge. <i>“Rabbi Zzidini Ilma waluzukun fahim”</i> – <i>“O Allah add to my knowledge and provide me with understanding”</i>. <i>“Rabbi zidnii ilman warzu qunii fahman”</i>

Reciting the dua related to knowledge. *“Rabbi Zzidini Ilma waluzukun fahim”*
 – *“O Allah add to my knowledge and provide me with understanding”*.
“Rabbi Zidnii ilman warzu qunii fahman”

Guidance on Assessment

Assess the learner's fluency as he/she recites the dua.

Sample Activity

Organise learners to practise reciting the dua in their groups.

Hint for the Teacher

This lesson is dedicated to practising the dua related to knowledge.

- Prepare materials to be used when praying the dua for knowledge.
- Organise a clean place and lay the mats in advance or use the nearby mosque.
- Observe individual learners as they recite the dua.
- Always remind learners to thank Allah for His provision.

WEEK 8

Lesson 1: Ayah Related to Knowledge Q39: 9

Reference

Qur'an 39: 9 *"Hali yasitawi Alaziina ya-a-lamuu na walaziina laa ya-a-lamuuna"*

Key message

It is my obligation to seek for knowledge and know how to read the Qur'an.

Key term	Competences
<ul style="list-style-type: none"> obligation - (role/responsibility); seek (look for) 	The learner <ul style="list-style-type: none"> i) pronounces the Ayah properly. ii) recites the Ayah related to knowledge.

Life Skills Indicators

i) Effective communication	- Fluency, audibility, confidence, articulation, accuracy
ii) Critical thinking	- Selecting and evaluating information, analysing statements, taking a decision

Values

- Appreciating teacher's efforts
- Respecting other pupils' views
- Sharing knowledge with other people
- Being obedient to Allah

Methods

Guided discussion, think-pair-share, demonstration, rote method

Instructional materials

A chart showing Ayah related to knowledge, Qur'an, CD & DVD, Resource person where need be

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite a verse related to knowledge • Sharing the Ayah related to knowledge with learners • Guiding the learners to pronounce the Ayah properly • Helping learners to practise reciting the ayah related to knowledge 	<ul style="list-style-type: none"> • Reciting a verse related to knowledge • Mentioning the Ayah related to knowledge • Pronouncing the Ayah properly • Practising how to recite the Ayah related to knowledge. Qur'an 39: 9 "Are those who know equal to those who know not" it is only men of understanding who will remember) "Hali yasitawi llaziina ya-a-lamuu na wa llaziina laa ya-alamuuna"

Guidance on Assessment

Assess the learner's reciting Qur'an 39:9.

Sample Activity

Ask learners to read the Ayah related to knowledge.

Lesson 2: Explaining the Ayah Related to Knowledge

Reference

Qur'an 39: 9

Key message

It is my obligation to seek for knowledge and know how to read the Qur'an.

Key term	Competences
<ul style="list-style-type: none"> • Ayah 	The learner <ol style="list-style-type: none"> reads the Ayah correctly. explains the meaning of the Ayah.

Life Skills Indicators

i) Effective communication	- Fluency, audibility, confidence, articulation
ii) Critical thinking	- Taking a decision

Value

Sharing knowledge with others

Methods

Demonstration, storytelling

Instructional materials

A chart showing the Ayah related to knowledge

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite the Ayah related to knowledge • Guides learners to read the Ayah correctly • Explaining to learners the meaning of the Ayah • Reciting the verse related to knowledge 	<ul style="list-style-type: none"> • Reciting the Ayah • Reading the Ayah correctly • Telling the meaning of the Ayah • Reciting the verse Qur'an 39:9

Reciting the verse Qur'an 39:9. "Are those who know equal to those who know not" it is only men of understanding who will remember). "*Hali yasitawi Illaziina ya-a-lamuu*

Guidance on Assessment

Assess the learner's

- i) logical reasoning as he/she gives the meaning of the Ayah.
- ii) audibility as he/she recites Qur'an 39:9.

Sample Activity

Let learners recite the Ayah.

Hint for the Teacher

In case you need a resource person to give the meaning of the Ayah, inform him in advance.

Lesson 3: Demonstrating the Ayah Related to Knowledge

Reference

Qur'an 39: 9 Qur'an 39: 9 "Are those who know equal to those who know not"
"Hali yasitawi llaziina ya-a-lamuu

Key message

I am proud to have knowledge about the Qur'an.

Key term	Competences
<ul style="list-style-type: none"> • Qur'an – Holy book for Muslims 	The learner <ol style="list-style-type: none"> i) recites the Ayah related to knowledge. ii) demonstrates the Ayah related to knowledge.

Life Skills Indicators

i) Effective communication	- Fluency, audibility, articulation, confidence, accuracy
ii) Creative thinking	- Logical reasoning, innovations

Values

- Cooperating with others
- Sharing new ideas with others

Methods

Demonstration, recitation, storytelling

Instructional materials

Costumes, clean place or mosque, mats

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite the Ayah related to knowledge • Demonstrate the Ayah related to knowledge • Guiding learners to say a prayer thanking God for giving them knowledge 	<ul style="list-style-type: none"> • Reciting the Ayah related to knowledge • Demonstrating the Ayah related to knowledge • Saying a prayer thanking God for the knowledge

Guidance on Assessment

Assess the learner's

- i) self- reliance as he/she demonstrates preaching to other learners.
- ii) appreciation as he/she answers questions about the story.

Sample Activity

Read the story and answer questions that follow

A story about missing Juma prayers

On Friday, people did not go for Juma prayers. They missed Juma prayers because the Imam was sick. All the other people had no knowledge on how to lead the prayers. People in the village were not happy. So, one man asked, "If the Imam falls sick for a whole year, shall we not attend Juma prayers?"

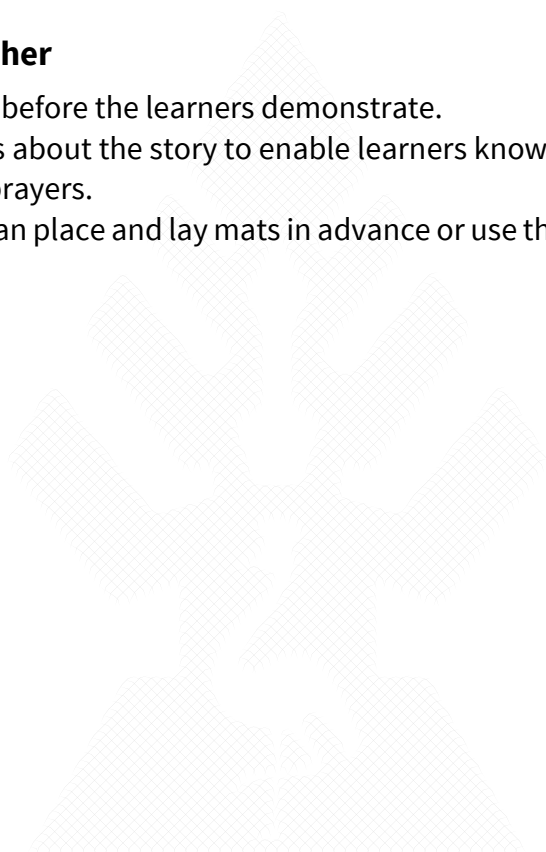
Another man said, "No, we should all learn how to lead Juma prayers."

*From that day, some people learnt how to lead Juma prayers.
They never missed Juma prayers again.*

1. Who was sick?
2. Why were people not happy?
3. What do we learn from the above story of missing Juma prayers?

Hint for the Teacher

- Tell the story before the learners demonstrate.
- Ask questions about the story to enable learners know the need to know how to lead prayers.
- Prepare a clean place and lay mats in advance or use the nearby mosque.



WEEK 9

Lesson 1: Reciting the Dua Related to Knowledge.

Reference

Qur'an 2: 269

Key message

I depend on Allah for my needs.

Key term	Competences
<ul style="list-style-type: none"> abundant - rich 	The learner <ol style="list-style-type: none"> recites the dua related to knowledge correctly. says a prayer thanking Allah for loving them.

Life Skill Indicators

Effective communication	- Fluency, audibility, confidence, accuracy, articulation
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Values

- Sharing knowledge with others
- Being obedient to Allah message

Methods

Recitation, demonstration

Instructional materials

A chart showing the dua related to knowledge

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guiding learners to recite a known dua Sharing the dua related to knowledge with learners Guiding learners to practice reciting the dua related to knowledge Guiding learners to say a prayer thanking Allah for loving them Helping learners to recite the verse of the week Qur'an 2: 269 	<ul style="list-style-type: none"> Reciting a known dua Listening to the dua related to knowledge Reciting the dua related to knowledge Saying a prayer thanking Allah for loving them Reciting the verse of the week Qur'an 2: 269

Verse of the week: *Qur'an 2: 269* "He grants Hikmah to whom he pleases and to whom Hikmah is granted is indeed granted abundant good." "*Yu.utii li-hikmat mayyashaa-u wam yyu-uta li- hikmata faqad u'tiya khayran-kathiiran....*"

Guidance on Assessment

Assess the learner's confidence as he/she recites the dua related to knowledge.

Sample Activity

Ask learners to recite the dua in groups of three, and individually.

Hints for the Teacher

Make the learners recite the dua repeatedly so as to put it in memory.

Lesson 2: Reciting the Dua Related to Knowledge

Reference

Qur'an 2: 269

Key message

Allah guides me to recite the Qur'an and understand its meaning.

Key term	Competences
<ul style="list-style-type: none"> • deeds – actions 	The learner <ol style="list-style-type: none"> recites the dua related to knowledge. applies the dua in the daily life.

Life Skills Indicators

i) Effective communication	- Fluency, audibility, confidence, articulation, accuracy
ii) Critical thinking	- Analysing statements; taking a decision

Values

- Sharing knowledge with others
- Being obedient to follow Allah's command

Methods

Recitation, demonstration

Instructional materials

A wall chart showing the translated dua

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite a known dua • Sharing another dua related to knowledge with learners • Helping the learners to practise reciting the dua • Explaining to learners how to apply the dua in daily life • Guiding learners to say a prayer 	<ul style="list-style-type: none"> • Reciting a known dua • Listening to another dua related to knowledge • Practicing reciting the dua • Applying dua to daily life • Saying a prayer thanking God for the good deeds

Practicing reciting the dua: Oh, Allah I ask you knowledge that benefits, good provisions and deeds that will be accepted” *Dua: Asi-aluka ilman naafi-aa wa rizqan rwayyibaawa amala mmutaqabbalaa*” – “O Allah I ask you for good knowledge, good provisions and deeds which are accepted and pleasing you”.

Guidance on Assessment

Assess the learner’s

- i) fluency as he/she recites the dua related to knowledge.
- ii) problem solving as he/she matches Arabic to English statements.

Sample Activity

Let learners match the words in Arabic to the meaning in English.

<i>Allahuma</i>	- And deeds that will be accepted
<i>Innee as'aluka</i>	- Good provision
<i>Ilman naafian</i>	- Oh Allah
<i>Wa rizqan tayyibba</i>	- Knowledge that benefits
<i>Waamalan mutaqabbalah</i>	- I ask you

Hint for the Teacher

Emphasise correct pronunciation and spelling.

Lesson 3: Role Playing the Dua Practices (dua related to knowledge)

Reference

Qur'an 2: 269

Key message

Allah helps me to spread His words through prayers.

Key terms	Competences
<ul style="list-style-type: none"> • enjoy • spreading • prayers 	The learner <ol style="list-style-type: none"> i) recites the dua related to knowledge. ii) role plays the dua related to knowledge.

Life Skills Indicators

i) Effective communication	- Fluency, audibility, confidence, articulation, accuracy
ii) Creative thinking	- Logical reasoning, initiating ideas

Values

- Sharing new ideas with others
- Respecting other pupils' ideas

Methods

Rote method, guided discussion, demonstration, recitation

Instructional materials

Costumes

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite the dua • Telling a story about the dua • Organising learners for role play the dua to bring out the meaning • Guiding learners to recite the verse of the week Qur'an 2:269 	<ul style="list-style-type: none"> • Reciting the dua • Listening to the story and answering questions • Role playing the dua • Reciting the verse of the week Qur'an 2: 269

Reciting the dua: *Asi-aluka ilman naafi-aa wa rizqan rwayyibaawa amala mmutaqabbalaa* – “O Allah I ask you for good knowledge, good provisions and deeds which are accepted and pleasing you”.

Guidance on Assessment

Assess the learner's audibility as he/she recites the dua related to knowledge.

Sample Activity

Prepare learners to role play the dua.

WEEK 10

THEME: HISTORY OF ISLAM

Sub-theme: The Call

Learning outcome

The learner should be able to understand and appreciate the call and mission of Prophet Muhammad (PBUH), in order to enrich the daily religious experiences in different life situations.

Lesson 1: The Beginning of the Call

Reference

Qur'an, 96:1-5

Key message

It is good to accept the message given to Prophet Muhammad (PBUH).

Key term	Competences
<ul style="list-style-type: none"> Ramadhan - 9th month on the lunar calendar 	The learner <ol style="list-style-type: none"> tells when the first call was made to Prophet Muhammad. names the place where the first call was received from. mentions what happened when Prophet received the first call.

Life Skills Indicators

i) Creative thinking	- Logical reasoning, initiating ideas, Innovativeness
ii) Critical thinking	- Responding to questions appropriately
iii) Empathy	- Guiding others, listening to others, comforting others

Values

- Appreciating the message revealed
- Being patient like the Prophet (PBUH)

Methods

Storytelling, guided discussion

Instructional materials

Documentary

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to tell when the first call was made to Prophet Muhammad • Helping learners to name the place where the first call was received from • Guiding learners to mention what happened when Prophet received the first call (through telling the story of how Prophet Muhammad (PBUH) received the first message from Allah) • Guiding learners to recite the first five verses of Surat Iqrah. Qur'an 96:1-5 	<ul style="list-style-type: none"> • Telling when the first call was made to Prophet Muhammad • Naming the place where the first call was received from • Mentioning what happened when Prophet received the first call • Reciting the first five verses of Surat Iqrah. Qur'an 96:1-5

Guidance on Assessment

Assess the learner's

- i) logical reasoning as he/she answers at least three questions about the story.
- ii) articulation as he/she recites Qur'an 96: 1-5.

Sample Activity

Let learners answer questions about the first revelation.

1. Who received the message?
2. Where was the message received from?
3. Who brought the message?
4. What was the response of Prophet Muhammad?

Hint for the Teacher

The story on the first revelation was handled in Term 1. Therefore;

- tell the story to remind learners about what they learnt.
- emphasise key questions about the story.

Lesson 2: The First People Who Received the Prophet's Call

Reference

Qur'an, 73: 1-3

Key message

I should appreciate those who received and believed in the first message.

Key term	Competences
<ul style="list-style-type: none"> • believe – have faith 	The learner <ol style="list-style-type: none"> identifies the people who received the first call identifies people he/she trusts at home. gives reasons why he/she trusts those people.

Life Skills Indicators

i) Problem solving	- Making a choice, evaluating facts, taking a decision
ii) Creative thinking	- Logical reasoning
iii) Empathy	- Supporting others, listening to others, comforting others

Values

- Appreciating people who received the first message
- Respecting other people

Methods

Storytelling, guided discussion

Instructional materials

A chart showing names of people who first believed the Prophet's message

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Sharing with learners through story telling the first people who received the first call of Prophet's message • Guiding learners through discussion to identify people he/she trust at home • Helping learners to give reasons why he/she trusts those people • Guiding learners to recite the verse Q73: 1-3 	<ul style="list-style-type: none"> • Naming the first people received the first call of Prophet's message • Identifying people, they trust at home • Giving reasons why he/she trusts those people • Reciting the verse Q73: 1-3

Guidance on Assessment

Assess the learner's sharing of information as he/she names the people who received the first message from Prophet Muhammad.

Sample Activity

Let learners answer questions about the story from Qur'an, 73: 1-3

1. Who received the message from Angel Jibril?
2. Who was the first person to believe in Prophet's message?
3. Give other 3 people who received the first message.

Hint for the Teacher

Below are the people who received the first call.

- Khadijah: first woman
- Abubakar: first man
- Ali bin Abu Twalib: first among the children
- Zaid Harith: first slave and writer of the Qura'n

Lesson 3: The Approach Prophet Muhammad (PBUH) used to preach his Words

Reference

Qur'an 73: 1-3

Key message

I believe in Prophet Muhammad's (PBUH) message.

Key terms	Competences
<ul style="list-style-type: none"> • approach - method • preach - spreading the word of God 	The learner <ol style="list-style-type: none"> identifies the first groups of people Prophet Muhammad preached to. explains the approaches Prophet Muhammad used to preach his word.

Life Skills Indicators

i) Critical thinking	- Responding to questions appropriately
ii) Problem solving	- Taking a decision, making a choice
iii) Effective communication	- Fluency, audibility, confidence, accuracy, logical flow of ideas

Values

- Appreciating Prophet Muhammad's (PBUH) approaches to preach to people
- Being honest with the message
- Being patient in case some people reject the message

Methods

Storytelling, recitation

Instructional materials

Documentaries, costumes

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite the verse Qur'an 73: 1-3 • Guiding learners to identify the first group of people Prophet Muhammad (PBUH) preached to • Helping learners to explain to how Prophet Muhammad (PBUH) preached his word by telling a story • Guiding learners to say a prayer thanking Allah for the message 	<ul style="list-style-type: none"> • Reciting the verse Qur'an 73: 1-3 • Identifying the first group of people Prophet Muhammad (PBUH) preached to • Explaining approaches Prophet Muhammad (PBUH) used to preach the word of Allah • Saying a prayer thanking Allah for the message

Guidance on Assessment

Assess the learner's logical flow of information as he/she names the methods Prophet Muhammad used to call the people.

Sample Activity

Let learners name the categories of people the Prophet preached to in their books

Hint for the Teacher

- The Prophet first preached to his close family, relatives and friends. (Drunkards, idol worshippers, robbers, backbiters).
- In the fourth year of his mission, the Prophet was commanded by Allah to preach Islam in public.

WEEK 11

Lesson 1: The First Converts

Reference

Qur'an 24: 48

Key message

I love the first people who converted to Islam.

Key term	Competences
<ul style="list-style-type: none"> converts – people who change to Islam 	The learner <ul style="list-style-type: none"> i) names the first converts to Islam. ii) tells their relationship to the Prophet. iii) says a prayer thanking Allah for the first converts.

Life Skills Indicators

i) Creative thinking	- Logical reasoning
ii) Problem solving	- Making a choice, taking decisions

Values

- Love for your religion
- Respecting the message

Methods

Guided discussion, storytelling

Instructional materials

A chart showing the names of the first converts

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Guiding learners to recite the verse Q73: 1-3 Sharing with learners the story of the first converts who received the message from Prophet Muhammad Helping learners to tell the relationship the first converts had with Prophet Muhammad through discussion Guiding learners to say a prayer thanking God for the first converts Guiding learners to recite <i>Qur'an 24: 48</i>. 	<ul style="list-style-type: none"> Reciting Qur'an 73:1-3 with confidence Naming the first converts correctly Telling the relationship, the converts had with the Prophet Muhammad Saying a prayer thanking God for the first converts who accepted the message Reciting Qur'an 24: 48 correctly

Reciting Qur'an 24: 48: "And when they are called to Allah, the Qur'an and his messenger to judge between them, a part of them refuses to come and turns away" *"Wa-izaa du.u'ila-Ilaahi warasuulih liyahikuma baynahum izaa farii qun minhum mu-urizuun"*

Guidance on Assessment

Assess the learner's

- confidence as he/she names at least three first converts.
- relates with others as he/she mentions the first converts' relationship with the Prophet (P.B.U.H).

Sample Activities

In groups

- take turns to re-tell/sign the story about the first converts.
- name/sign write the first converts.

Hint for the Teacher

The first converts included; Khadijah, Zaid Ibn Harith, Abubakar, Ali bin Abu, Talib, Uthuman

Lesson 2: How Prophet Muhammad (PBUH) Called People outside His Family

Reference

Qur'an 24: 48

Key message

It is good to accept the Prophet's call.

Key term	Competences
<ul style="list-style-type: none"> Quraish (group of people/tribe in Arabian Peninsula) 	The learner <ol style="list-style-type: none"> explains how Prophet Muhammad (PBUH) called people outside his family. tells how people reacted after receiving the call of the Prophet Muhammad (PBUH).

Life Skills Indicators

i) Creative thinking	- Logical reasoning
ii) Problem solving	- Taking a decision
iii) Non-violent conflict resolution	- Settling issues without fighting; using appropriate language; assisting others to an understanding
iv) Coping with emotions	- Recognising causes for different emotions; not letting your emotions affect your decisions.

Values

- Appreciating the work done by the Prophet
- Respecting others messages

Methods

Guided discussion, storytelling

Instructional materials

Documentaries

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite Qur'an 24: 48 • Guiding learners to explain how Prophet Muhammad (PBUH) called people outside his family through story telling • Helping learners to tell how people reacted after receiving the call of the Prophet Muhammad (PBUH) through discussion • Guiding learners to share lessons learnt • Letting learners recite a verse Q 24:48 	<ul style="list-style-type: none"> • Reciting Qur'an 24:48 correctly • Explaining how Prophet Muhammad (PBUH) called people outside his family • Telling how people reacted after receiving the call of the Prophet Muhammad (PBUH) • Sharing lessons learnt • Reciting the verse Qur'an 24: 48

Reciting Qur'an 24: 48: "And when they are called to Allah, the Qur'an and his messenger to judge between them, a part of them refuses to come and turns away" *"Wa-izaa du.u'ila-llaahi warasuulihi liyahikuma baynahum izaa farii qun minhum mu-urizuun*

Guidance on Assessment

Assess the learner's

- cooperation with fellow learners as he/she identifies the ways Prophet Muhammad used to call people outside his family.
- respect to other learners as he/she explains how people reacted.

Sample Activity

Prepare learners to retell the story of how Quraish turned against the Prophet.

Hint for the Teacher

A story on calling people outside of the Prophet's family

Prophet Muhammad preached to the people outside of his family. The people were not happy because he preached against idol worship and bad practices. The Quraish were annoyed. His uncle Abu Lahab and his wife Ummu-jamil also turned against him. They did not want him to preach against the gods. They threw mud and stones at him.

Lesson 3: The Story of Bilal and Sumayya

Reference

Qur'an

Key message

I should have a strong belief in my religion.

Key term	Competences
<ul style="list-style-type: none"> • belief – faith 	The learner <ol style="list-style-type: none"> te-tells a story about Sumayya and Bilal. tells the challenges faced by Sumayya and Bilal. appreciates the way Sumayya and Biral overcame the challenges.

Life Skills Indicators

i) Decision making	- Telling the consequences of decisions made
ii) Peer resistance	- Standing for one's values and beliefs
iii) Non-violent conflict resolution	- Resolving issues without fighting
iv) Coping with stress	- Being patient, forgiving others

Values

- Respecting the Prophet and the first converts
- Appreciating people's decisions

Methods

Storytelling, guided discussion

Instructional material

Qur'an

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite Qur'an 24: 48 • Guiding learners to re-tell a story of Bilal and Sumayya • Sharing about the challenges faced by Sumayya and Bilal • Guiding learners to appreciate the way Sumayya and Bilal overcame the challenges • Helping learners to share lessons learnt from Bilal and Sumayya 	<ul style="list-style-type: none"> • Reciting Qur'an 24:48 correctly • Re-telling a story of Bilal and Sumayya • Telling the challenges faced by Sumayya and Bilal • Appreciating the way Sumayya and Bilal overcame the challenges • Sharing lessons learnt from Bilal and Sumayya

Guidance on Assessment

Assess the learner's creative reasoning telling the suffering Bilal and Sumayya went through.

Sample Activity

Let learners read the story and answer questions that follow.

A story about Bilal and Sumayya

Bilal and Sumayya were among the people who were tortured when they converted to Islam. They tied ropes on their feet and dragged them over hot pebbles and sand. They were placed on hot charcoal. Their ribs were broken into pieces. Sumayya was killed when trying to protect her husband.

Bilal was treated as a slave. Bilal was made by his master Umaya Ibin Khalaf to lay on hot sand every day. Bilal still remained faithful to God. He always said "Allah is One x3"

1. Name two people who were tortured.
2. What does this story teach us?

WEEK 12

Lesson 1: Problems Prophet Muhammad (PBUH) Faced (a)

Reference

Qur'an; Surat Al-*mutwaffiina* 83: 29

Key message

God wants me to accept challenges and depend on Him.

Key term	Competences
<ul style="list-style-type: none"> Problems – difficulties 	The learner <ol style="list-style-type: none"> tells the problems Prophet Muhammad faced. mentions the solutions to those problems. recites Surat Al-<i>matwaffiina</i> 83:29.

Life Skills Indicators

i) Coping with stress	- Being patient; forgiving others; accepting advice
ii) Self-esteem	- Expressing likes and dislikes, self-appreciation, talking about self
iii) Assertiveness	- Being open, expressing one's point of view; standing in for one's rights

Values

- Enduring the problems being faced
- Being patient to learn
- Sharing the information with others

Methods

Guided discussion, story telling

Instructional material

Qur'an

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to share experiences about problems they have ever faced in life • Sharing with learners the problems Prophet Muhammad faced • Guiding learners to mention solutions to problems Prophet Muhammad faced • Asking learners to recite Surat Al-matwaffiina Q 83: 29 	<ul style="list-style-type: none"> • Sharing experiences about problems they have ever faced • Telling the problems Prophet Muhammad faced • Mentioning solutions to problems Prophet Muhammad faced • Writing problems faced by Prophet Muhammad • Reciting Surat Al-matwaffiina 83:29

Surat Al-matwaffiina 83:29: “Surely those who are guilty used to laugh at those who believed ...” *“Inna allazhiina ajiramuu kaanuu mina allazhiina aamanuu yadhuhakuun”*

Guidance on Assessment

Assess the learner's

- i) patience as he/ she mentions the problems Prophet Muhammad faced.
- ii) audibility as he/she recites surat Al-matwaffiina 83:29.

Sample Activities

1. Role play a situation where one is being insulted, mocked and making an attempt to murder someone
2. Recite the verse 83: 29

Hint for the Teacher

Some of the problems Prophet Muhammad faced:

- *False accusation (liar, mad, sorcerer).*
- *He was insulted.*
- *He was abused.*

- *His followers were mistreated.*
- *Stones were thrown at his door.*
- *He was shouted at.*
- *People did not believe that the Quran was divine.*

Lesson 2: Re-telling Stories of the Problems Prophet Muhammad Faced

Reference

Qur'an: Al-mutwaffiina 83: 29

Key message

Allah tells me to stand with my religion however much I am provoked.

Key terms

- insult - abuse
- mockery - jeer
- murder - to kill

Competences

The learner

- i) identifies the problems faced by the Prophet.
- ii) re-tells the story of the problems faced by Prophet.

Life Skills Indicators

i) Problem-solving	- Taking a decision; making a choice; evaluating facts
ii) Coping with stress	- Being patient, forgiving others, accepting advice
iii) Peer pressure	- Standing for one's values and belief; defending one's decisions; standing by one's principles

Values

- Respecting the Prophet's stand
- Being patient when faced with challenges

Methods

Recitation, storytelling

Instructional materials

A chart showing the problems Prophet Muhamad faced

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to share experiences about problems they have ever faced • Guiding learners to identify problems Prophet Muhammad (PBUH) faced • Helping learners to re-tell story of the problems Prophet Muhammad faced • Ask learners to recite the verse of the week - Surat (Al-mutwaffiina 83: 29) 	<ul style="list-style-type: none"> • Sharing experiences about problems they have ever faced • Identifying problems Prophet Muhammad faced • Re-telling story of the problems Prophet Muhammad faced • Writing in their books the problems faced by Prophet Muhammad (PBUH) • Reciting the verse of the week - Surat (Al-mutwaffiina 83: 29)

Verse of the week: Surat Al-mutwaffiina 83: 29 *“Inna allazhiina ajiramuu kaanuu mina allazhiina aamanuu yadhuhakuun”*

Guidance on Assessment

Assess the learner's cooperation as he/she explains the three major problems that Prophet Muhammad (PBUH) faced.

Sample Activity

Recite verse Q83: 29: *“Inna allazhiina ajiramuu kaanuu mma allazhiina aananuu yadhuhakun”* Surat Al-marwaffiina 83: 29

Hint for the Teacher

Things that the Quriash did to the Prophet

- *Laughing at him*
- *Insulted*

- *Mocked*
- *Stoned out of the city*
- *Putting thorns on his way*
- *Throwing intestines of the camel at him while he was praying*
- *Denying the believers food and drinks*

Below are some of the verses to refer to in the Holy Qur'an:

Q25:4, Q38: 4, Q15: 6, Q109: 1-6, Q68: 9,
 Q17: 90-93, Q25: 7-9, Q41:26, Q8: 32-34.

Lesson 3: Surah Related to the Hardships

Reference

Qur'an 109: 1-6

Key message

I should pray to Allah for protection and guidance.

Key term	Competences
<ul style="list-style-type: none"> • Quraish – clan of the Prophet in Makkah 	The learner <ul style="list-style-type: none"> i) recites surah Qur'an 109:1-6. ii) shares lessons learnt from Muhammad's suffering.

Life Skills Indicators

i) Effective communication	- Confidence; meaningfulness; confidence; articulation; accuracy; logical flow of ideas
ii) Non-violent conflict resolution	- Resolving issues without fighting; negotiation; using appropriate language
iii) Coping with stress:	- Being patient; forgiving others; accepting advice

Values

- Appreciating people's decisions
- Respecting others

Methods

Recitation, demonstration

Instructional materials

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guiding learners to recite a verse in Qur'an related to suffering • Leading learners to recite Qur'an 109; 1-6 • Helping learners to share lessons learnt from Prophet Muhammad's suffering • Guiding learners to recite any other surah related to the Prophet's suffering 	<ul style="list-style-type: none"> • Reciting a verse in qur'an related to suffering • Reciting Qur'an 109; 1-6 • Sharing lessons learnt from Prophet Muhammad's suffering • Reciting other surahs related to the Prophet's suffering. Q25: 7-9, Q4126, Q8: 32-34

Guidance on Assessment

Assess the learner's articulation as he/she recites the surahs.

Sample Activity

Let learners recite the Surah related to the hardships; Q109: 1-6:

Hint for the Teacher

Note: This lesson is dedicated to reciting surahs.

- Let learners recite Qur'an 109: 1-6.
 - In the name of Allah, the most gracious, the most merciful
 - Say, O Muhammad to these disbelievers in Allah, in its oneness in his Angels in his books, in its messengers in the day of resurrection
 - I worship not that which you worship
 - Nor will you worship that which you worship
 - And I shall not worship that which you are worshipping
- If time allow recite any other surahs related to the Prophets preaching and suffering.

APPENDIX I: REFLECTIVE SELF-ASSESSMENT TOOL

Introduction

In 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 he/she 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 give 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, the reflexive assessment tool is provided as a guide designed to help you to nature, monitor and assess attitude development.

NOTE:

- Attitudinal change may not be achieved in one lesson or even more reflexive assessment, therefore, has to be carried out continuously.
- You as the teacher of RE 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 learner's self-assessment of his/her Attitude and values learnt Islamic Religious Education.

Sample Reflective Self-assessment of your attitude

Name: **Shamim**..... **Level**.....**2**.....**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: Five very good at this, four good at this. Three slightly good at this, two not good at this, one poor at this

Topic	Area of self-assessment/ reflection	Number	Remarks
1 2	Reciting Surat-al-falaq		
	Performing ablution before prayers		
	Reciting dua after ablution		

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: Five very important, four important, three slightly important, two slightly not important, one not important

Topic	Area of self-assessment/ reflection	Number	Remarks
1	Reciting Surat-al-falaq		
	Performing ablution before prayers		
	Reciting dua after ablution		

APPENDIX II: 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

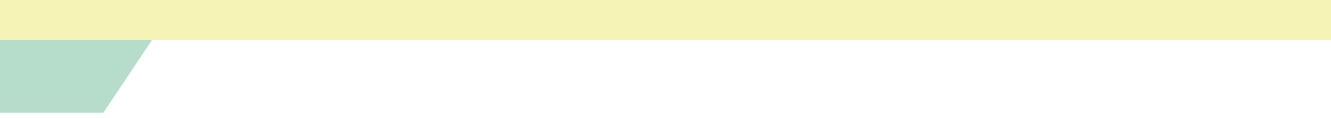
Determining the sound output of each character accurately plays an essential role in preserving the authenticity of the sounds of the Arabic letters, so it is no different from what the first Arab generations have said. The province of each character echoed its original voice in the same Arabic as the 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).









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