



THE REPUBLIC OF UGANDA

MINISTRY OF EDUCATION AND SPORTS

PRIMARY FOUR
Islamic Religious Education
Syllabus



National Curriculum Development Centre

P. O. Box 7002

Kampala – Uganda.

2009

PRIMARY FOUR

**Islamic Religious Education
Syllabus**



National Curriculum Development Centre

NATIONAL CURRICULUM DEVELOPMENT CENTRE (NCDC) UGANDA 2009

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KAMPALA- UGANDA

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

Connie Kateeba
Director
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FOREWORD

The Curriculum for Primary Four

The Curriculum for lower primary (P1-3) which the learner in primary four went through was organized around different themes (Thematic) that were familiar to the learner. The main emphasis of that curriculum was numeracy, literacy and life skills. The medium of instruction for most learners was the local language. English was taught as a subject.

In this curriculum for primary four, learners are required to change from the theme-based to subject-based learning. They are also required to begin learning in English. P4 learners will have textbooks. The teacher will encourage learners to do all activities and make responses in English. These phenomena make primary four a transitional class.

The Primary Four Curriculum revisits content concepts and skills that have already been learnt in local languages as well as introducing some new content and concepts.

Learners and teachers will start the year using local language when necessary and there will be steady development in the use of English as the medium of instruction. By the end of primary four the local language will be used only for explaining the most difficult concepts. Written materials including textbooks will be in English. Local languages will continue to be taught as subjects to reinforce learners's literacy.

The subjects to be taught in this Primary Four Curriculum include: English, Mathematics, Social Studies, Religious Education (Christian Religious Education – CRE) and (Islamic Religious Education – IRE), Integrated Science, Creative Arts & Physical Education (CAPE) and Local Language.

I, therefore, recommend this Primary Four Curriculum for its implementation in the on-going reforms in Uganda.

Hon. Namirembe BitAmmazire (MP)
MINISTER OF EDUCATION AND SPORTS

Background

This is Primary Four Religious Education Syllabus. In Primary 1-3 learning is based on themes, learning outcomes and competences. Most of the religious related competences are covered under the literacy strands of the Thematic Curriculum.

Learners in Primary Four are expected to have developed sufficient basic literacy skills both in local and English language. The teacher can now use English as a medium of instruction. This will help learners to form correct concepts, relate and consolidate what was learnt in earlier classes.

The instructional process, content and learner's text will have to be kept simple since this is a transition class.

Rationale

One of the national aims of Education is to “inculcate moral ethical and spiritual, integrity, tolerance and human fellowship”. It is in fulfillment of this national “broad aim” that the Religious Education syllabus has been prepared. It forms an integral part of the Primary school curriculum and is designed to enable the teacher guide and assist the learner develop morally, and spiritually so as to grow into a balanced, responsible and mature person in community.

There are numerous opportunities to integrate Religious Education activities with other subjects such that moral and spiritual growth is well integrated with the effective, cognitive, and psychomotor development. For instance; the content of a music lesson may include religious songs; models and pictures for RE can be made during the Art and Craft less; stories from the Holy Books may feature in Social Studies and the nature table may provide specimens for learning about creation, a science lesson on hygiene will relate well with the religious teachings on care of the body.

The National Aims of Education

Both Thematic and Upper Primary Curriculum are designed to address the National Aims of Education as specified in the Government White Paper on the Education Policy Review Commission Report (1992). The aims are:

- (a) To promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration to internal relations and beneficial interdependence;
- (b) To inculcate moral, ethical and spiritual values in the individual and to develop self discipline, integrity, tolerance and human fellowship.
- (c) To inculcate into Ugandans a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community.
- (d) To promote scientific, technical and cultural knowledge, skills and attitudes needed to enhance individual and national development.

- (e) To eradicate illiteracy and equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development; for better health, nutrition and family life, and the capacity for continued learning; and
- (f) To equip the learners with the ability to contribute to the building of an integrated, self-sustaining and independent national economy.

Aims and Objectives of Primary Education in Uganda

At Primary education level the national aims can be translated to include the following aims and objectives:

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

Aims and objectives of Islamic Religious Education

The aim of the Islamic Religious Education syllabus is to enable the learner:

1. Experience and live as a practicing Muslim at school and at home thus enabling her/him to appreciate God's relationship with her/him and her/his relationship with other in different situations.
2. Enrich her/his life and develop the whole personality.
3. Foster the reconciliation between Islam and her/his cultural values of the individual learner, for happiness, stability in character, peace in an individual, in the home, community and the nation at large.
4. Acquaint her/himself with the teaching of the Quran.

5. Appreciate and internalize the value and practice the teachings of Islam, as taught in the Quran and practiced by the prophet to develop a sense of morality in the individual learner according to the teachings of Islam.
6. Grasp basic concepts of Islamic theology so that she/he can recognize where Islamic and Christianity overlap and where they differ.
7. Study the principles and the life of prophet Muhammad.
8. Trace the origin and development of Islamic historical events to the spread and development of Islam.
9. Live an integrated life and live in harmony with others.

General Methodology

The syllabus is life-centred and relevant to the Ugandan situation. Teachers will draw on the experiences of the learners and build the lessons progressing from the known to the unknown. The main instruction methods will be discussion and guided discovery.

It is strongly suggested that the teacher to use those methods and activities which put the learner at the centre of the teaching/learning process. The active verbs used in expressing the learning competences are all directed to the learner. This implies that as a result of teaching/learning process, the learner should exhibit the competences.

The learners' text is activity based to emphasize the continuous learner centred approach. The teacher is expected to constantly help relate Religious Education to real life situations and experiences. The teacher should feel free to use examples which provide the learner with the opportunity to acquire the same knowledge, concepts, skills, values and competences.

The methods a teacher chooses to use should be those which contribute towards the achievement of competences, learning outcomes and eventually lead to the achievements of aims and objectives of primary education. Such methods therefore, should cater for the spiral nature of the Religious Education syllabus. At Primary Four the topics introduced and basics covered should pave way for further study of the topics in upper classes. Primary Four class will be useful in preparing learners for effective participating in P5-7.

General Learning Outcomes

When the learners go through this syllabus they will be able to:

- Discover their own uniqueness and act accordingly with responsibility and dignity.
- Develop a positive attitude towards living with others in the community and learn to show respect and tolerance in the face of differences.
- Develop a positive attitude towards God's creation and learn to respect, conserve and develop it.

- Develop an awareness of God and knowledge of His presence in the world.
- Acknowledge God as the Creator and Almighty

Assessment Guidelines

In principle continuous assessment is recommended and should be based on the summarized competences suggested in each topic. All assessments of learning shall be based on the learning competences given in this syllabus.

Like in P1-3, assessment guidelines are provided to guide the teacher carry out, manage and keep records on each individual learner, class progress and end of topic and term performance. Religious Education will be assessed continuously throughout the course, by the teacher giving an exercise after each lesson and unit, and by an examination at the end of term.

The teacher is encouraged to record those innovative products of the learner that may not have been planned but indicate positive progress.

Topic Outline for IRE - P4 Syllabus

Theme 1 : Reading from the Qur'an

Topic : Surat Al-Asr

- Recitation of the Surah
- The Meaning of the Surah
- Relating The Message of the Surah to Actual Life
- Situations that can make one a Failure in Life.
- Lessons learnt from the Surah

Theme 2 : Tawhiid

Topic : Prophet/ Messenger

- Definition of the Word “Prophet” And “Messenger”
- Duties of the Prophet
- Qualities of the Prophet
- Prophet as a Model of a Good Leader

Theme 3 : **Fiqh (Practice)**
Topic : **Dress for Prayer**

- Dress for Prayer
- Importance of Muslim Dress for Prayer
- Dangers of Improper Dress

Theme 4 : **Hadith (Traditions of the Prophet)**
Topic : **Impurities**

- Hadith Concerning Impurities
- The Meaning of the Hadith

Theme 5 : **History of Islam**
Topic : **Early Converts**

- Suffering of the Prophet
- Suffering of Bilal and Sumayyah
- Lessons Learnt from the suffering of the early converts.

Term II

Theme I : **Reading the Qur'an**
Topic : **Surat Al-Humaza (Chapter 104)**

- Recitation and meaning of the Surah
- Importance of the Surah
- Relating the Message of the Surah to Actual Life
- Lessons Learnt from the Surah

Theme 2 : **Taw hid**
Topic : **The 25 Prophets**

- Names of the 25 Prophets
- Categories of Prophets

- Theme 3** : **Fiqh (Practice)**
Topic : **Congregational Prayer**
- Performance of a Congregational Prayer
 - Types of congregational prayers.
 - Organization of Congregational prayers
 - Importance of a Congregational Prayer

- Theme 4** : **Hadith (Prophet’s Traditions)**
Topic : **Iman**
- Hadith Concerning Imaan
 - Ten Components of Imaan
 - Interpretation of the Hadith
 - Lessons learnt from the Hadith

- Theme 5** : **History of Islam**
Topic : **Isra and Miraj**
- Suffering of the prophet
 - Suffering of early converts
 - Definition of Isra and Miraj
 - The Event of Isra and Miraj
 - The Importance of The Event and How It Relates To Daily Life.

Term III

- Theme I** : **Reading from the Qur’an**
Topic : **Surat Al- Falak(113)**
- Recitation of the Surah
 - Meaning of the Surah
 - Lessons Learnt from the Surah
 - Relating the Message of the Surah to Actual Life

- Theme 2** : **Tawhiid**

Topic : **Unique Nature of Muhammad’s Messengership**

- Nature of Prophet Muhammad’s Messengership
- Aspects that Made Prophet Muhammad’s Message Unique

Theme 3 : **Fiqh (Practice)**
Topic : **Conduct after Salat**

- Behaviour after Salat
- Activities that Take Place after Salat
- Importance of Dua

Theme 4 : **Hadith (Prophet’s Traditions)**
Topic : **Dress and Cleanliness**

- Hadith Concerning Dress
- Hadith Concerning Cleanliness
- Interpretation of the Hadith
- Lessons learnt from the Hadiths 1 and 2

Theme 5 : **History of Islam**
Topic : **Prophet’s Muhammad’s migration (Hejira)**

- Problems Faced During the Migration(Hejira)
- Lessons Learnt from Prophet’s Migration

TERM I

THEME 1: READING FROM THE QUR'AN

TOPIC: SURAT AL-ASR (Chapter 103)

Background to the Surah

This Surah was revealed in the early Meccan period. It was revealed at the time when Muslims were still very few. It derives its name from an Arabic word "Al-Asr" meaning the evening time.

The Surah is important because it is reported that the companions of the prophet (PBUH) would not part company without reciting it. It was meant to strengthen their brotherhood and team spirit. This surah is recommended to be recited when the learners have finished a day's work and going back home.

This topic and the subsequent one develop the life skills for standing for one's values and beliefs. The surah strengthens the learners ability to; know the value of time, Have faith in Allah and obedience to his commands, be honest and patient, Respect for the values of Islam and Muslim practice.

Methodology:

- Recitation
- Rote method
- Discussion
- Role play
- Demonstration

Life Skills/Values and higher order thinking skills

- Effective communication
- Interpersonal relationship
- Peer resistance
- Responsibility
- Love and care

Learning Outcome: The learner is able to, appreciate the message carried by surat Al Asr so as to ably relate to ALLAH and His creation.

:

Competences	Language competences	Content	Suggested instructional strategies	Resources
<ul style="list-style-type: none"> Recites Surat AL-ASR 	<p>The learner: Reads, writes, spells, pronounces and uses the following words related to the topic correctly:</p> <ul style="list-style-type: none"> Surah Ayah Al-Asr Deeds Patience Revealed 	<p>Recitation of the Surah Chapter 103:1-3</p> <p>Memorization of the Surah</p>	<ul style="list-style-type: none"> Divide the class into groups depending on their level of Qur'an reading. Invite a mullah or school sheikh to assist recite in tajwid form. Supervise their individual recitation and ensure memorization. 	<ul style="list-style-type: none"> Juzzu Amma, Yassarna, Newsprint, Markers, Learners' text book Card boxes
<ul style="list-style-type: none"> Interprets the meaning of Surah. 		<p>Meaning of the Surah</p>	<ul style="list-style-type: none"> Learners tasked to get meaning from their photo type. Ask learners to get meaning from the displayed chart and demonstrate. 	<ul style="list-style-type: none"> Juzzu Amma, Yassarna, Newsprint, Markers, Learners' textbook
<ul style="list-style-type: none"> Relates the message in the Surah to his/her daily life. 		<p>Relating The Message of the Surah to Actual Life</p>	<ul style="list-style-type: none"> Use brainstorming and guided discussion to get the message and lessons from the Surah. 	<ul style="list-style-type: none"> Juzzu Amma, Yassarna, Newsprint, Markers, Learners' textbook
Identifies situations that can make one				<ul style="list-style-type: none"> Guide the learners to identify Situations

Competences	Language competences	Content	Suggested instructional strategies	Resources
a Failure in Life.			that can make one a Failure in Life	• Newsprint

Suggested Competences for Assessment

- The learners are able to:
- Interpret the meaning of the Surat Asr.
- Identify lessons learnt from the Surat.
- Dramatize situations that may lead to failure in life.
- Recite the Surah without the teacher's guidance.
- Memorize the surah.
- Recite it during prayer.

THEME 2: TAWHIID (FAITH)

TOPIC: PROPHET/MESSENGER

General Background to the topic

Believing in messengers is one of the six pillars of faith (iman). It is through the prophets that revelation reached mankind from Allah. Most Prophets received revelation and passed it on to others, they are called messengers because they delivered Allah's message without changing meaning or adding their own version or meaning.

This topic is important because it will help learners tell the roles and qualities of prophets as messengers. The learner already knows the persons whose instructions and commands must be followed, i.e. parents, teachers, prefects, local council leaders. Therefore the learners's knowledge should be enhanced by authority the Prophets/messengers carry. Muslims are encouraged to copy the behaviour and traditions of the prophet/messenger.

Methodology:

- Demonstration of the methods of communication
- Discussion
- Role play
- Brainstorming
- Miming

Life Skills/Values

- Using persuasive language.
- Temper control.
- Appropriate response
- Tolerance.
- Respect for self and environment.
- Effective communication.

Learning Outcome: Learners are able to understand the concept of prophethood and messengership.

Competences	Language competences	Content	Suggested instructional Strategies	Resources
<ul style="list-style-type: none"> Recognises and tells the relationship between prophet and messenger. 	<p>The learner: Reads, writes, spells, pronounces and uses the following words related to the topic correctly:</p> <ul style="list-style-type: none"> Prophet Messenger Pillar Belief 	<p>Definition of prophet and messenger.</p>	<ul style="list-style-type: none"> - Guide learners to exchange ideas about the meaning of prophethood and messengership. - Summarise their responses and further task them to tell the difference between being a prophet and messenger with emphasis on prophet Muhammad (PBUH). 	<ul style="list-style-type: none"> Islamic website Translated Qur'an Islamic CDs.
<ul style="list-style-type: none"> Identifies the duties of a prophet and messenger. 	<ul style="list-style-type: none"> Rasuul Risaal Imaan Faith Trustworthy Patient 	<p>Duties of a Prophet</p> <ul style="list-style-type: none"> - Delivering Gods Message. - Providing leadership. - Being a role model. 	<ul style="list-style-type: none"> Read the Learners' text book before class/lesson. Ask learners to mention the duties of a prophet and a messenger. Record highlights as the summary of the duties of the Prophet. Encourage learners to write the summary in their note books. 	<ul style="list-style-type: none"> News print Islamic website Translated Qur'an Islamic CDs. Chapter 28 Charts displaying qualities of a good leader.
<ul style="list-style-type: none"> Outlines the qualities of a prophet 		<p>Qualities of the prophet</p> <ul style="list-style-type: none"> - kindness - patience - Trustworthiness, etc. <p>Prophet As A Model Of A</p>	<ul style="list-style-type: none"> Draw lessons from the qualities of the earthly leaders like head teacher, prefects, which will lead to a discussion on the qualities of a prophet and a messenger. 	<ul style="list-style-type: none"> News print Islamic website Translated Qur'an Islamic CDs.

Competences	Language competences	Content	Suggested instructional Strategies	Resources
		<p>Good Leader</p> <p>-Good leadership</p> <p>-Relationship between earthly leaders and prophets/messengers.</p>	<ul style="list-style-type: none"> • Role playing on qualities of a good person, e.g. Parents, Teachers, head teachers and prefects. 	

Suggested Competences for Assessment

- Define Prophethood
- Define messengership
- Identify the duties of prophets
- Identify the qualities of a good leader.

THEME 3: FIQH (PRACTICE)

TOPIC: DRESS FOR PRAYER

Background to the Topic

Proper dressing is one of the conditions for a prayer (salat) to be valid (accepted). Islam requires a particular type of dressing when going for salat (prayer).

It is therefore, important for the learners to learn early how to dress for salat to prepare them to be equal to the task. Parents have a responsibility to dress the learners' accordingly, and it is the duty of parents to dress their children as required. The schools should encourage the learners to dress decently. The topic is important as it teaches respect for Allah's symbols. The teacher should highlight other symbols that define Islam e.g. the mosque, the Kaaba, the Quran etc.

Methodology

- Demonstration
- Role play
- Dramatization
- Discussion

Life Skills/Values

- Able to put on the acceptable dress for prayer.
- Appreciation.
- Standing for one's values and beliefs.
- Respect for self and others.
- Confidence.
- Self esteem.

Learning Outcome: The learner understands and discovers his/her uniqueness and acts accordingly with responsibility and dignity.

Competences	Language competences	Content	Suggested strategies	Resources
<ul style="list-style-type: none"> • Describes the male dress for prayer. 	<p>The learner: Reads, writes, spells, pronounces and uses the following words related to the topic correctly:</p> <ul style="list-style-type: none"> • Dress • Proper dress • Prayer • Hijaab • Salat 	<p>Dress for prayer (a) Acceptable males dress for prayer.</p> <ul style="list-style-type: none"> - The dress should cover the navel the above part of the body and below the knee. But the clothing should not be transparent. 	<ul style="list-style-type: none"> • Guide the learner to describe the Muslim dress for prayer. • Demonstrate how males dress for prayer. 	<ul style="list-style-type: none"> • Learner's Text books. • Pictures of appropriate dress. • Appropriate clothes for prayer.
<ul style="list-style-type: none"> • Describes the female dress for prayer. 		<p>(b) Acceptable female dress for prayer.</p>	<ul style="list-style-type: none"> • Drawing pictures showing the Muslim dress for prayer. • Demonstrate how females dress for prayer. 	<ul style="list-style-type: none"> • Learners' textbook • Text books • Qur'an • Pictures of appropriate dress. • Appropriate clothes for prayer.
<ul style="list-style-type: none"> • Tells the importance of the Muslim dress for prayer. 		<p>Importance of a Muslim dress for prayer.</p> <ul style="list-style-type: none"> - Decency - Respect - Readiness to perform any religious duty. <p>How it relates to daily life.</p>	<ul style="list-style-type: none"> • Discussion about the importance of the Muslim dress for prayer. 	<ul style="list-style-type: none"> • Learners' textbook • Text books • Qur'an

Suggested Competences for Assessment:

The learners are able to;

- Describe the male dress for prayer.
- Describe the female dress for prayer.
- Tell the importance of the Muslim dress for prayer.

THEME 4: HADITH (PROPHET’S TRADITIONS)

TOPIC: IMPURITIES

Background

Impurities are referred to as “Najasah” in Arabic language. Najasah refers to impure substances that a Muslim must avoid and wash off if they should happen to contaminate his/her clothes and body. The removal of Najasah makes a person keep away from practices that are harmful to life and promote health living.

The pupils have a concept of health living. It is an act of obedience to the commands of God and His messengers.

Methodology:

- (a) Brainstorming
- (b) Discussion

Life Skills/Values

- Decision making.
- Readiness for Consequences of decisions.
- Peer resistance.

Learning Outcome: The learner is able identify impurities and keep away from them.

Competences	Language competences	Content	Suggested instructional Strategies	Resources
<ul style="list-style-type: none">• Narrates three prophetic traditions concerning impurities.	The learner: Reads, writes, spells, pronounces and uses the following words related to the topic correctly:	Hadith concerning impurities Two prophetic traditions concerning impurities.	<ul style="list-style-type: none">• Guide learners to read selected hadith regarding impurities.•	<ul style="list-style-type: none">• Learners’ textbook• Related Text books• Qur’an• Hadith books
<ul style="list-style-type: none">• Interprets the prophetic	<ul style="list-style-type: none">• Impure	<ul style="list-style-type: none">• The meaning of the prophetic traditions.	<ul style="list-style-type: none">• Provide the learners with items that cause impurity /	<ul style="list-style-type: none">• Learners’ textbook

Competences	Language competences	Content	Suggested instructional Strategies	Resources
traditions.	<ul style="list-style-type: none"> • Impurities • Purify • Feaces • Vomit • Urine 		<p>these can be pictures or real objects.</p> <ul style="list-style-type: none"> • Guide learners to write the importance of prophetic traditions concerning impurities. 	<ul style="list-style-type: none"> • Text books • Pictures of items that cause impurity.
<ul style="list-style-type: none"> • Relates the message in Hadith to daily life experience. 		<p>How the information in the Hadiths relates to daily life</p> <ul style="list-style-type: none"> - Health living - Living in good environment. - The difference between stagnant water and flowing water. - Things that are Impure. - Dangers of using impure things. - Personal Hygiene. - Cleaning utensil licked by a dog. 	<ul style="list-style-type: none"> • In groups task learners to explain why they should be clean. • Guide the learners to make correct responses by relating the topic to sanitation and reproductive health. • Task them further to identify the dangers of using impure things like stagnant water. • Discuss the dangers of impurity. 	<ul style="list-style-type: none"> • Learners' textbook • Related Text books. • Pictures • Hadith books.

Suggested Competences for Assessment

The learners are able to;

- Narrate one Hadith regarding impurities.
- Interpret the meaning of the given Hadith.
- Identify impure substances.

THEME 5: HISTORY OF ISLAM

TOPIC: EARLY CONVERTS IN ISLAM

Background to the Topic:

Muhammad, from the Hashimite branch of the ruling Quraysh tribe in the Arabian town of Mecca, began to preach the first of a series of revelations that were made to him by God through the angel Gabriel. He stressed monotheism and denounced the polytheism of his fellow Meccans. This impressed some Meccans and they embraced Islam.

Early Converts are people who accepted the mission of Prophet Muhammad (PBUH) in the early days of Islam and became Muslims. Early converts include:- Hadijah, Ali, Abubakar, Zaid bin Thabit, Bilal and Sumayyah.

Methodology

- Dramatization
- Story telling
- Role play
- Discussion
- Brainstorming
- Discussion

Life Skills/Values

- Empathy
- Perseverance
- Interpersonal relationship.
- Coping with stress.
- Resilience.
- Team work and team building

Learning Outcome: The learner understands and appreciates the plight of the Prophet and early converts.

Competences	Language competences	Content	Suggested instructional strategies	Resources
<ul style="list-style-type: none"> Describes the suffering of prophet Muhammad (PBUH) and the early converts. 	<p>The learner: Reads, writes, spells, pronounces and uses the following words related to the topic correctly:</p> <ul style="list-style-type: none"> Convert Slave Suffer Endure Martyr Martyrdom Perseverance Bravery Firm Shahāda 	<p>The suffering of Prophet Muhammad (PBUH) and the Early Converts to Islam.</p>	<ul style="list-style-type: none"> Help students to pronounce the shahāda, the symbol of conversion to Islam Narrate the suffering of the prophet and Early converts. 	<ul style="list-style-type: none"> Commentary on the Holy Qur'an. Learners' textbook New beginning IRE Book 4-8. News print Related text books.
<ul style="list-style-type: none"> Tells the lessons learnt from this suffering. 		<p>The lessons learnt from the suffering of the prophet and early converts</p>	<ul style="list-style-type: none"> In groups let the learners demonstrate /role play the suffering of the early converts. Discuss the suffering of the early converts. Summarise learners' demonstrations by writing the lessons learnt from suffering of the prophet and early converts. 	<ul style="list-style-type: none"> Commentary on the Holy Qur'an. Learners' textbook. New beginning IRE Book 4-8. News print Masking tape Chalk Related text books.
<ul style="list-style-type: none"> Relates the suffering of the early converts to the daily life. 		<p>Relevance of the above mentioned suffering to the daily life</p>	<ul style="list-style-type: none"> Let individual learners dramatize how Bilal (RA) suffered. Guide learners to share experiences about relationship they have with fellow 	<ul style="list-style-type: none"> Commentary on the Holy Qur'an. Learners' textbook. New beginning IRE Book 4-8.

Competences	Language competences	Content	Suggested instructional strategies	Resources
			learners of different religions.	<ul style="list-style-type: none"> • News print • Related text books.

Suggested Competences for Assessment:

- Describe the suffering of the prophet (PBUH) and the Early Converts.
- Tell the lessons learnt from this suffering.
- Give some names of the Early Converts.

TERM II

THEME 1: READING FROM THE QU'RÁN

TOPIC: SURAT AL-Humaza (Chapter 104)

Background

The Surah derives its name from the word *humazah* occurring in the first verse. This too is one of the earliest Surahs to be revealed at Mecca. This Surah reflects what was prevailing in Mecca at the time. People were involved in rumour mongering. Selfishness, corruption and plundering of resources of the community.

The Surah teaches the value of honesty, and caring for others and Allah's reward to those who are honest. It discusses some of the qualities of faith (Iman) (i.e. gratefulness, prayer, sacrifice).

Methodology

- Discussion
- Role Play
- Dramatization

Life Skills/Values

- Empathy
- Appreciation
- Recitation

Learning Outcome: The learner is able to identify vices that are practiced in his/her community and discover ways of avoiding them.

Competences	Language competences	Content	Suggested Instructional strategies	Resources
<ul style="list-style-type: none"> Recites Surat AL-Humaza Tells the meaning of the Surah. 	<p>The learner: Reads, writes, spells, pronounces and uses the following words related to the topic correctly:</p> <ul style="list-style-type: none"> Al- Humaza Paradise Sacrifice Insult Thankful Kind Possessed 	<ul style="list-style-type: none"> Recitation of the Surat Al-Humaza. Meaning of the Surah. 	<ul style="list-style-type: none"> Divide the class into groups. depending on their level of competence in Qur'an reading. Invite a mullah or school sheikh to assist recite the surah. Supervise learners individual recitation and ensure memorization. 	<ul style="list-style-type: none"> Learners' textbook. New beginning IRE Book 4-8. News print Related text books Qur'an Resource person.
<ul style="list-style-type: none"> Explains the relevance of the Surah to daily life. 		<p>Importance of the Surat Humaza</p> <p>Relevance of the Surah to daily life</p>	<ul style="list-style-type: none"> Guides learners' discussion of the message and lessons from the Surah. 	<ul style="list-style-type: none"> Learners' textbook. New beginning IRE Book 4-8. News print Related textbooks.
<ul style="list-style-type: none"> Relates the message of the Surah to one's life. 		<p>Lessons learnt from the Surah:</p>	<ul style="list-style-type: none"> Brainstorms on the lessons learnt from the Surah. Tasks learners to get 	<ul style="list-style-type: none"> Learners' textbook. New beginning IRE Book 4-8.

Competences	Language competences	Content	Suggested Instructional strategies	Resources
			<p>the meaning from the learners' textbook.</p> <ul style="list-style-type: none"> • In groups learners get the meaning from the displayed chart and demonstrate (good behaviour and unfriendly behaviour) 	<ul style="list-style-type: none"> • News print • Related texts.

Suggested Competences for Assessment

The learner should

- Tell the message of the Surah.
- Relate the message of the Surah to his/her life.
- Recite the Surah.

THEME 2: TAWHIID (FAITH)

TOPIC: THE 25 PROPHETS

Background

In our previous lessons we have defined and explained the duty of the prophet. The learner knows the difference between a prophet (Nabi) and a messenger (Rasuul). In this topic the learner will be introduced to the names of the 25 prophets mentioned in the Qur'an. However, the learner should take note that there were more than 25 prophets because God sent a prophet to every part of this world. The 25 prophets are the most important ones. The learner will also be introduced to the categories of the prophets, e.g. UL-AZM.

Methodology

- Role learning
- Flash card

Life Skills/Values

- Effective communication
- Creative thinking
- Critical thinking

Learning Outcome: be able to mention the names of the 25 prophets and their categories.

Competences	Language competences	Content	Suggested instructional strategies	Resources
<ul style="list-style-type: none">• Mentions the names of the 25 Prophets.	<p>The learner: Reads, writes, spells, pronounces and uses the following words related to the topic correctly:</p> <ul style="list-style-type: none">• Prophet	The twenty five Prophet mentioned by the Qur'an	<ul style="list-style-type: none">• Read the names of the Prophets.• Guide learners to list down the Prophets.	<ul style="list-style-type: none">• Learners' textbook.• New beginning IRE Book 4-8.• News print.• Related texts.• Qur'an.• Chart displaying the

Competences	Language competences	Content	Suggested instructional strategies	Resources
	<ul style="list-style-type: none"> • Nabbi • Rasul • Ul-Azm 			names of the 25 prophets.
<ul style="list-style-type: none"> • Describes the categories of Prophets. 		Categories of the 25 Prophets.	<ul style="list-style-type: none"> • Help learners to describe the categories of prophets. 	<ul style="list-style-type: none"> • Learners' textbook. • New beginning IRE Book 4-8. • News print. • Related texts. • Chart displaying UL-al-AZM.

Suggested Competences for Assessment

The learner should be able to:

- List the names of the 25 prophets
- Read and write the names of these prophets.

THEME 3: HADITH (PROPHET’S TRADITIONS)

TOPIC: IMAAN AND FORGIVENESS

Background

The Angel Jibril appeared to the prophet in the image of man and asked him about a number of things among which was “Imaan”. He said: Tell me about “Imaan”. The prophet replied: Imaan is to believe in Allah, His angles, His books, His messengers, and in the Day of Judgment and to believe in the divine decree whether good or bad. The Angel said: you have told me the truth.

Methodology

- Discussion
- Dramatization

Life Skills/Values

- Effective communication
- Assertiveness
- Interpersonal Relations
- Non-violent conflict resolution

Learning Outcome: The learner is able to define Imaan and enumerate its articles.

Competences	Language competences	Content	Suggested instructional activities	Resources
<ul style="list-style-type: none">• Narrates one Hadith concerning Iman.	The learner: Reads, writes, spells, pronounces and uses the following words related to the topic correctly:	Hadith concerning Imaan:	<ul style="list-style-type: none">• Narrate one Hadith concerning Iman.• Help learners understand the meaning of the Hadith.	<ul style="list-style-type: none">• Learners’ textbook.• New beginning IRE Book 4-8.• News print.• Related texts.
<ul style="list-style-type: none">• Narrates one Hadith		Hadith concerning forgiveness.	<ul style="list-style-type: none">• Narrate one Hadith concerning forgiveness.	<ul style="list-style-type: none">• Learners’ textbook.

Competences	Language competences	Content	Suggested instructional activities	Resources
concerning forgiveness.	<ul style="list-style-type: none"> • Angel • Day of judgment • Component • Apostle 		<ul style="list-style-type: none"> • Ask learners to narrate the hadith and role play its message using their day today experiences. • In groups ask pupils to share lessons learnt from the hadith. 	<ul style="list-style-type: none"> • New beginning IRE Book 4-8. • News print • Related texts • Chart displaying benefits of forgiveness.
<ul style="list-style-type: none"> • Interprets the two prophetic traditions. • Relates the two Hadiths to daily life. 	<ul style="list-style-type: none"> • Devine decree • Qadar • PBHU (Peace Be Upon Him) • Imaan • Radhiya Llahu Anhu(RA) 	Interpretation of the meaning of the Hadiths. Explains relevance of the two Hadiths to daily life.	<ul style="list-style-type: none"> • Interpret to learners the meaning of the Hadiths. • In small groups guide learners identify experiences of forgiveness and dramatize them. 	<ul style="list-style-type: none"> • Learners' textbook New beginning IRE Book 4-8. • News print. • Related texts.
<ul style="list-style-type: none"> • Tells the lessons learnt from the Hadiths. 		Discussion of lessons learnt from the Hadith.		<ul style="list-style-type: none"> • Learners' textbook. • New beginning IRE Book 4-8. • News print. • Related texts.

Suggested Competences for Assessment:

The learner should be able to:

- Narrate one Hadith concerning Imaan and one concerning forgiveness.
- Interpret the two prophetic traditions.
- Tell the lessons learnt from the two Hadith.
- Relate the two Hadith to daily life.

THEME 4: FIQH (PRACTICE)

TOPIC: CONGREGATIONAL PRAYER (Salat Al-Jamá)

Background

Jamā prayers are offered by more than one person in a congregation (group). One of the worshippers acts as the Imam (Leader of the prayer) and the others follow him.

One person with the Imam would make a congregation even if the other person is a child or a woman. The congregational prayer promotes Islamic brotherhood and unity. The learners know the importance of team work and the need for solidarity. They also know that people with similar character, identify with each other and are given the same label (e.g. prophets). “Birds of the same feathers flock together” says an English proverb.

Methodology

- Demonstration
- Role play
- Discussion

Life Skills/Values

- Self awareness
- Friendship formation
- Interpersonal relationship
- Communication
- Peer resistance
- Appreciation, togetherness, responsibility.

Competences	Language competences	Content	Suggested instructional strategies	Resources
<ul style="list-style-type: none"> Tells the importance of congregational prayer. 		<p>Importance of a congregational prayer.</p>	<ul style="list-style-type: none"> Let groups discuss importance of congregational prayers. Summarise their contributions. 	<ul style="list-style-type: none"> Learners' textbook. New beginning IRE Book 4-8. News print

Suggested Competences for Assessment:

The learner should be able to:

- Give a definition of congregational prayer and give examples.
- Demonstrate how congregational prayer is performed.
- Explain the importance of a congregational prayer.

THEME 5: HISTORY OF ISLAM

TOPIC: PERSECUTION, ISRA AND MIRAJ

Background

Isra is the night journey. Miraj is ascension to heaven. Allah wanted to reward his prophet. The prophet made a night journey from Mecca to Jerusalem and from Jerusalem to heaven and back to Mecca in one night.

The Isra and Miraj was the biggest reward to the prophet Muhammad (PBUH) for his patience and suffering.

Learners know that patience pays.

While Allah rewards those who do good deeds He punishes those who do bad deeds.

Methodology

- Discussion
- Story telling
- Excursion

Life Skills/Values:

- Effective communication
- Coping with challenges
- Problem solving
- Appreciation, endurance, concern

Learning Outcome: The learner is able to appreciate the significance of the Isra a Miraj in Islamic history.

competences	Language competences	Content	Suggested instructional strategies	Resources
<ul style="list-style-type: none">• Defines Isra and Miraj.	The learner: Reads, writes, spells, pronounces and uses the following words related to the topic correctly:	Description of Isra and Miraj.	<ul style="list-style-type: none">• Use learners experiences in travelling at night to introduce Isra.	<ul style="list-style-type: none">• Learners' textbook.• New beginning IRE Book 4-8.• News print• Related texts• Picture of Jerusalem.

competences	Language competences	Content	Suggested instructional strategies	Resources
	<ul style="list-style-type: none"> • Isra • Miraj • Journey • Jerusalem • Heaven • Sky • Nickname • Quraish 			
		The importance of Isra and Miraj.		<ul style="list-style-type: none"> • Learners' textbook. • New beginning IRE Book 4-8. • News print • Related texts
<ul style="list-style-type: none"> • Describes Isra and Miraj. • Explains the importance of Isra and Miraj. 			<ul style="list-style-type: none"> • Define Isra and Miraj. Giving a brief description of the event of Isra and Miraj. 	<ul style="list-style-type: none"> • Learners' textbook. • New beginning IRE Book 4-8. • News print • Related texts

Suggested Competences for Assessment:

The learners should be able to:

- Describe Isra and Miraj.
- Explain the importance of Isra and Miraj in Islamic history.

TERM III

THEME 1: READING FROM THE QUR'AN

TOPIC: SURAT AL-FALAK (Chapte113)

Background to the Surah

Surat al Falaq is a revealed prayer against witchcraft, wicked and envious people who do not wish success for others. It mentions categories of enemies who work to frustrate others, e.g. witchdoctors, and jealous. It is also recited to seek God's protection against all types of mischief, harmful creatures and all types of wickedness.

Methodology

- Discussion
- Recitation
- Role play
- Dramatization

Life Skills/Values and high order thinking skills

- Assertiveness
- Interpersonal relationship
- Self awareness
- Responsibility
- Love, care

Learning Outcome: The learner is able to identify mischief, harmful creatures, wicked people and witchdoctors and to know how to deal with them.

Competences	Language competences	Content	Suggested strategies	Resources
<ul style="list-style-type: none">• Recites the Surah.• Interprets the meaning of the Surah.	The learner: Reads, writes, spells, pronounces and uses the following words related to the topic correctly:	<ul style="list-style-type: none">• Recitation of the Surah.• Meaning of the Surah.	<ul style="list-style-type: none">• Divide the class into groups depending on their level of competence of Qur'an reading.• Invite a resource person	<ul style="list-style-type: none">• Learners' textbook.• New beginning IRE Book 4-8.• News print.

Competences	Language competences	Content	Suggested strategies	Resources
	<ul style="list-style-type: none"> • Falak • Witchcraft • Sorcery • Blowing in the knot. 		(mullah or school sheikh) to assist recite in tajwid form. <ul style="list-style-type: none"> • Supervise their individual recitation and ensure memorization. 	<ul style="list-style-type: none"> • Related texts. • Amulets.
<ul style="list-style-type: none"> • Explains lessons learnt from the Surah. • Relates the Surah to daily life. 	<ul style="list-style-type: none"> • Wickedness • Mischief • Harmful • Creatures • Hiriz. • Day of judgment 	<p>Lessons learnt from the Surah.</p> <p>Relevance of the Surah to daily life.</p>	<ul style="list-style-type: none"> • Brainstorm and guide discussion of the message and lessons from the Surah. • Task learners to get the meaning from their Learners' text. • In groups, give learners the meaning from the displayed chart. • Demonstrate activities that are harmful to others. 	<ul style="list-style-type: none"> • Learners' text • New beginning IRE Book 4-8. • News print. • Chart displaying items used in witchcraft.
<ul style="list-style-type: none"> • Relates the message of the Surah to one's daily life. 		<p>Relevance of the Surah to daily life.</p>	<ul style="list-style-type: none"> • Giving examples from the day-to-day life relating to the Surah. 	<ul style="list-style-type: none"> • Learners' text • New beginning IRE Book 4-8. • News print • Related texts

Suggested Competences for Assessment:

- Interpret the meaning of the Surah.
- List lessons got from the Surah.
- Relate the message to his/her daily life.
- Recite the Surah.

THEME 2: TAWHIID (FAITH)

TOPIC: THE UNIQUE NATURE OF MUHAMMAD'S MESSENGERSHIP (PBUH)

Background to the Topic

Allah sent many messengers, each of whom was sent to preach the word of Allah among a certain group of people. Only prophet Muhammad (PBUH) was sent to all nations and he is the last prophet and messenger. Hence his messengership is unique.

Recognition of the uniqueness of Muhammad's messengership and its universality is very important. By now the learner already knows about previous prophets and some aspects of Muhammad's (PBUH) Mission. He will therefore discover a unique way of performing prayer (salat) as compared to the way it was performed by previous prophets.

Methodology

- Discussion
- Story telling
- Brainstorming

Life Skills/Values and high order thinking skills.

- Critical thinking
- Problem solving
- Assertiveness
- Appreciation, sharing and love.

Learning Outcome: The learner is able to understand prophethood of Muhammad's messengership.

Competences	Language competences	Content	Suggested strategies	resources
<ul style="list-style-type: none">• Describes the nature of Prophet Muhammad's messengership (PBUH).	The learner: Reads, writes, spells, pronounces and uses the following words related to the topic correctly:	Nature of Prophet Muhammad's messengership (PBUH).	<ul style="list-style-type: none">• Help learners to describe the nature of Prophet Muhammad's messengership (PBUH).	<ul style="list-style-type: none">• Learners' textbook.• New beginning IRE Book 4-8.• News print

Competences	Language competences	Content	Suggested strategies	resources
	<ul style="list-style-type: none"> • Unique • Messenger • Nature 		<ul style="list-style-type: none"> • Guide learners to highlight specific issues related to nature of prophethood. 	
<ul style="list-style-type: none"> • Outline aspects that made Prophet Muhammad (PBUH) message different from his predecessors. 	<ul style="list-style-type: none"> • Universal • Revelation • Literate • Illiterate • Reveal • Revealed • Corruption • Miracle • Miraculous 	<p>Aspects that made prophet Muhammad's message unique</p>	<ul style="list-style-type: none"> • Help learners to identify aspects that made Prophet Muhammad's message unique (PBUH). 	<ul style="list-style-type: none"> • Learners' textbook • New beginning IRE Book 4-8. • News print

Suggested Competences for Assessment

- Tell the nature of Prophet Muhammad's messengership.
- List aspects that made Prophet Muhammad's message unique.

THEME 3: FIQH (PRACTICE)

TOPIC: CONDUCT AFTER SALAT

Background to the Topic

It is recommended that after prayer, a Muslim dedicates some time to make supplications to Allah. These include, thanking Allah, begging for forgiveness and asking for things one needs in life and in the hereafter.

The period after salat should be used to recite Duwa (supplication). This period requires peace of mind and dedication of oneself to the creator.

The learner knows how a prayer is performed, and the duwa recited after Salah and that by now prophet's migration to Medina was successful because of his Duwa.

This to topic is to introduce to learners some of the important supplications made after Salat.

Methodology

- Demonstration
- Drammatization
- Role play
- Rote method

Life Skills/Values

- Effective communication
- Self awareness
- Peer resistance
- Respect, concern and responsibility.

Learning Outcome: Understands, appreciates and demonstrates knowledge of the conduct after prayer.

Competences	Language competences	Content	Suggested strategies	Resources
<ul style="list-style-type: none">• Describes the behaviour after salat (prayer)	The learner: Reads, writes, spells, pronounces and uses the following words	<ul style="list-style-type: none">• Behaviour after the Salat	<ul style="list-style-type: none">• Demonstrate required behaviour during and after Salat.	<ul style="list-style-type: none">• Learners' textbook.• New beginning IRE Book 4-8.• News print

Competences	Language competences	Content	Suggested strategies	Resources
	related to the topic correctly: <ul style="list-style-type: none"> • Salat • Adhkar • Supplication 	<ul style="list-style-type: none"> • Activities that take place after Salat including Supplication (prayer for self and others.) 	<ul style="list-style-type: none"> • Guide learners to demonstrate activities that take place after Salat. 	<ul style="list-style-type: none"> • Chart displaying short duas recited after prayer.
<ul style="list-style-type: none"> • Recites Adhkar (utterances) after salat. • Explains importance of Duas. 	<ul style="list-style-type: none"> • Dua • Exit • Behave • Behavior • Rabbana 	<ul style="list-style-type: none"> • Orderly exit from the Mosque. <p>Importance of Duas</p>	<ul style="list-style-type: none"> • Guide learners to describe how people should go out of the mosque. • Help learners to explain importance of Duas to individuals and groups. 	<ul style="list-style-type: none"> • Learners' text book. • New beginning IRE Book 4-8. • News print. • Related texts.

Suggested Competences for Assessment

- Say the prayer they recite after Salat (Prayer).
- Recite the Adhkar (utterances) after Salat (Prayer).
- Read the prayer they recite while going out of the Mosque.

THEME 4: HADITH (PROPHET'S TRADITIONS)

TOPIC: DRESS AND CLEANLINESS

Background to the Topic

The issue of dress and cleanliness are emphasized in the teachings of Islam. A particular way of dressing is required for men, as it is recommended that women dress in a way that is different from that of men. Also particular type of cleanliness is recommended on particular occasions. All this is to ensure purity in front of Allah morality, decency, and hygiene in society.

Methodology

- Rote method
- Discussion
- Demonstration
- Dramatization
- Role play

Life Skills/Values

- Self awareness
- Effective communication
- Peer resistance
- Care, responsibility, concern

Learning Outcome: Develop an exposure to prophetic literature and appreciate the message therein.

Competences	Language competences	Content	Suggested instructional strategies	Resources
<ul style="list-style-type: none">• Narrates one Hadith concerning a Muslim dress.	The learner: Reads, writes, spells, pronounces and uses the following words related to the topic correctly:	Hadith concerning dress	<ul style="list-style-type: none">• Narrate one Hadith concerning the Muslim dress.• Ask learners to role play the Hadith.	<ul style="list-style-type: none">• Learners' textbook.• New beginning IRE Book 4-8.• News print• Related texts

Competences	Language competences	Content	Suggested instructional strategies	Resources
<ul style="list-style-type: none"> Narrates one Hadith concerning cleanliness. 	<ul style="list-style-type: none"> Hijab Curse Purity Knee Palm Navel Copy Ornament Wig Suit Necklace Smart Proud Pride 	Hadith concerning cleanliness	<ul style="list-style-type: none"> Narrate one Hadith concerning cleanliness. Task learners to role play the Hadith concerning cleanliness. 	<ul style="list-style-type: none"> Learners' textbook. New beginning IRE Book 4-8. News print. Related texts. Qur'an
<ul style="list-style-type: none"> Interprets the two prophetic traditions 		Interpretation of the Hadiths	<ul style="list-style-type: none"> Guide learners to explain the meaning of the Hadith and allow them to share with peers the meaning. 	<ul style="list-style-type: none"> Learners' textbook. New beginning IRE Book 4-8. News print. Related text.
<ul style="list-style-type: none"> Tells the lessons learnt from the Hadith. 		Lessons learnt from Hadith No. 1	<ul style="list-style-type: none"> Demonstrate how a Muslim should put on. Allow learners dramatise cleanliness within the Muslim community. (Repeat the same procedure for all Hadith chosen. 	<ul style="list-style-type: none"> Learners' textbook. New beginning IRE Book 4-8. News print.

Competences	Language competences	Content	Suggested instructional strategies	Resources
		Lessons learnt from Hadith No. 2		

Suggested Competences for Assessment

The learner should be able to:

- Narrate one Hadith concerning dress and one concerning cleanliness.
- Interpret the two prophetic traditions.
- Outline the lessons learnt from the Hadith.

THEME 5: HISTORY OF ISLAM

TOPIC: PROPHET'S MUHAMMAD'S MIGRATION (HEJIRA) 622 AD

Background to the Topic:

Hejira refers to the journey that was made by the prophet (PBUH) and his companions (RA) in the year 622 AD. They migrated from Mecca to Medina after being persecuted by the Meccans and denied freedom to practice their new religion; Islam.

Hejira is a land mark (turning point) in Islamic history.

Reflect on the suffering of the Prophet .in His early years and persecution.

Methodology

- Story telling
- Discussion
- Excursion
- Brainstorming

Life Skills/Values

- Effective communication.
- Empathy.
- Friendship formation.
- Assertiveness.
- Appreciation, endurance and patience.

Learning Outcome: learner is able to understand, the causes and the effects of the Prophet and his companions' migration to Medina.

Competences	Language competences	Content	Suggested strategies	Resources
<ul style="list-style-type: none"> Describes the Prophet's journey from Mecca to Medina (PBUH). 	<p>The learner: Reads, writes, spells, pronounces and uses the following words related to the topic correctly:</p> <ul style="list-style-type: none"> Medina Mecca Meccans Command Confuse Confused Take over Cave Web Travel Migration Journey 	<p>The Prophet's persecution, Isra and Miraj</p>	<ul style="list-style-type: none"> Guide learners to describe the Prophet's migration (PBUH). Guide learners to answer set questions from the Learners' textbook after your description. 	<ul style="list-style-type: none"> Learners' Textbook. New beginning IRE Book 4-8. Newsprint. Qur'an.
<ul style="list-style-type: none"> Tells the problems encountered/faced by the prophet (PBUH) on the journey. 		<p>Problems faced during the journey.(Hejira)</p>	<ul style="list-style-type: none"> In a story form narrate the problems faced by the Prophet during Hejira. Let learners role play the process of Hejira. 	<ul style="list-style-type: none"> Learners' Textbook. New beginning IRE Book 4-8. Newsprint. Qur'an.
<ul style="list-style-type: none"> Explain the lessons learnt 		<p>Lessons learnt from prophet's migration</p>	<ul style="list-style-type: none"> Explain the lessons learnt from the prophets' migration. Guide learners to reflect on incidences (giving them chance to imagine they were involved). 	<ul style="list-style-type: none"> Learners' Textbook. New beginning IRE Book 4-8. Newsprint. Qur'an.

Suggested Competences for Assessment

The learner should be able to:

- Define Hejira.
- Describe the Prophets journey.

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