

**SCHEME WORK P.7**

WK	PD	TOPIC	S/TOPI C	CONTENT	OBJECTIVES	METHOD	ACTIVITIES	L/AID	REF	RM
1	1 & 2	HYPOCRITES	CHARACTERISTICS OF HYPOCRITES	<ol style="list-style-type: none"> <li>Definition of a hypocrite.</li> <li>General characteristics of a hypocrite.                             <ul style="list-style-type: none"> <li>They pretend to be good.</li> <li>They have weak characters</li> <li>They have ever a pleasant outlook.</li> <li>They ever not fulfil their promises.</li> </ul> </li> </ol> <p><b>TYPES OF HYPOCRISY</b></p> <ol style="list-style-type: none"> <li>Hypocrisy in words.</li> <li>Hypocrisy in acts. E.g.                             <ul style="list-style-type: none"> <li>Telling lies</li> <li>Breaking promises.</li> <li>They pretend what they don't.</li> <li>Regularly confuse facts.</li> </ul> </li> <li>They are not trust worthy, etc.</li> </ol>	By the end of the lessons, pupils should be able to; <ol style="list-style-type: none"> <li>Define the term hypocrite and the term hypocrisy.</li> <li>State some characteristics of a hypocrite.</li> <li>Give the types of hypocrisy.</li> <li>Differentiate between hypocrisy in actions and hypocrisy in words.</li> </ol>	Questions and answers.  Discussions.	Reading  Writing  Taking notes.  Question and answer	Chalkboard illustrations	MK standard Religious Educ pg. 200	
2	1 & 2	HAJJ	TYPES OF HAJJ	<ul style="list-style-type: none"> <li>Definition of Hajj</li> <li>Hajj or Pilgrimage means a holy journey to Mecca to visit the holy house of Allah Kaaba.</li> <li>Conditions before making Hajj.                             <ol style="list-style-type: none"> <li>One must be a Muslim.</li> <li>One must be normal.</li> <li>One must be physically fit, etc.</li> </ol> </li> <li>Pillars of Hajj. Hajj has 6 pillars.                             <ol style="list-style-type: none"> <li>Intension (Nyyah)</li> <li>Going around the Kaaba.</li> <li>Running between Swafat and Manufe</li> <li>Attending Arafeh.</li> <li>Cutting the Haw</li> </ol> </li> </ul>	By the end of the lesson, pupils should be able to; <ol style="list-style-type: none"> <li>Define the term Hajj.</li> <li>State some conditions one should fulfil before performing Hajj.</li> <li>Out line the pillars of Hajj/Pilgrimage.</li> </ol>	Questions and answers  Guided discussion  Explanation	Reading  Writing  Taking notes.  Question and answer	Chalkboard illustrations	MK Standard Religious Educ pg. 203.  Focus on Islam pg. 99	

				6) Attending mine.					
<b>3</b>	<b>1 &amp; 2</b>	<b>HAJJ</b>	<b>IMPORTANCE OF HAJJ</b>	<p><b>HAJJ HAS GOT THE FOLLOWING IMPORTANCES.</b></p> <ul style="list-style-type: none"> <li>• A pilgrim gets a reward from Allah.</li> <li>• Allah forgives the pilgrimage.</li> <li>• Hajj brings people together.</li> <li>• It is a complete demonstration of the universality.</li> <li>• It develops the habit of sacrificing, etc.</li> </ul> <p><b>FORBIDDEN THINGS IN HAJJ</b></p> <ul style="list-style-type: none"> <li>• Sharing them.</li> <li>• Killing any animal.</li> <li>• Having sexual intercourse.</li> <li>• Undergoing marriage ceremonies. Etc.</li> </ul>	By the end of the lesson, pupils should be able to;	<p>Questions and answers</p> <p>Discussion</p> <p>Discovery.</p>	<p>Explanation</p> <p>Reading</p> <p>Writing</p> <p>Question and answer.</p>	<p>A chart showing people going around Kaaba</p> <p>Chalkboard illustrations.</p>	<p>MK Standard and Religious Education pg. 205 &amp; 207.</p> <p>Focus in Islam pg.</p>
<b>4</b>	<b>1</b>	<b>MORAL EDUCATI</b>	<b>VISITIN G THE</b>	<p><b>VISITING THE SICK</b> Narrated by Abu Musa that the prophet (P. B.U.H) said "Feed the hungry, visit the sick and set free the captives"</p> <p><b>LESSONS FROM HADIHI</b></p> <ol style="list-style-type: none"> <li>1) Be sympathetic to those who are in hardship.</li> <li>2) Feed the hungry.</li> <li>3) Visit the sick so that you comfort them.</li> <li>4) Set free the captives so that they get free.</li> </ol>	By the end of the lesson, pupils should be able to;	<p>Explanatio n</p> <p>Question and answer</p> <p>Discussion</p>	<p>Reading</p> <p>Taking notes</p> <p>Writing</p> <p>Questions and answers.</p>	<p>Chalkboard illustrations</p>	<p>MK Standard Religious Educ pg. 211.</p> <p>Riyadhu Ssaggyn V. I pg. 304</p>

		<b>ON</b>	<b>SICK</b>		people should put their trust in Allah.					
4	2			<p>Ibn Abbas said the prophet used to say when visiting the sick that "No harm..."</p> <p><b>LESSON FROM THE HADITH</b></p> <ol style="list-style-type: none"> <li>1) The sick should thank non than Allah.</li> <li>2) If you visit the sick, pray for them.</li> <li>3) Encourage the sick to put their trust in Allah.</li> </ol>	5)	<p>Explanation</p> <p>Question and answer</p> <p>Discussion</p>	<p>Reading</p> <p>Taking notes</p> <p>Writing</p> <p>Questions and answers.</p>	Chalkboard illustrations	<p>MK Standard Religious Educ pg. 211.</p> <p>Riyadhu Ssaggyn V. I pg. 304</p>	
5	1 & 2	<b>MEDICINE AND TREATMENT</b>		<p><b>MEDICINE AND TREATMENT.</b></p> <p>a) Narrated by Usaamech Ibn Shark that he asked the prophet about the use of medical treatment and replied that "Make use of medical treatment, for Allah has not made ..."</p> <p><b>LESSONS FROM HADITH</b></p> <ol style="list-style-type: none"> <li>1) Islam encouraged treatment.</li> <li>2) Allah is the one who created every thing even diseases.</li> <li>3) The old age has no medicine.</li> </ol> <p>b) Abu Danda reported that the prophet said "Allah has sent down both the diseases and the cure..."</p>	<p>By the end of the lesson, pupils should be able to;</p> <ol style="list-style-type: none"> <li>1) State the Hadith on medicine.</li> <li>2) Explain how prophet encouraged the use of medicine.</li> <li>3) Explain how we should avoid the use of witchcraft.</li> </ol>	<p>Explanation</p> <p>Question and answer</p> <p>Discussion</p>	<p>Reading</p> <p>Taking notes</p> <p>Writing</p> <p>Questions and answers.</p>	Chalkboard illustrations	<p>MK Standard Religious Educ pg. 211.</p> <p>Riyadhu Ssaggyn V. I pg. 304</p>	

				<p><b>LESSONS FROM HADITH</b></p> <ol style="list-style-type: none"> <li>1) Allah is the cure of all diseases.</li> <li>2) We should use lawful medicine.</li> <li>3) We should not use witch crafts as medicine.</li> </ol>					
6	1 & 2	<b>PROBLEMS &amp; CONSEQUENCES OF EARLY SEX &amp; PREGNANCY</b>	<p><b>Introduction</b></p> <ol style="list-style-type: none"> <li>1) What is "Zina"/ fornication. Zina is fornication in Islam meaning engaging in sexual intercourse between male and female not married to each other.</li> <li>2) What punishment is given to a person engaging in sex before marriage.</li> <li>3) Conditions should be available before fulfilling the punishment. E.g. there must be four witnesses, they should be married, male and female or one etc. of them.</li> <li>4) Prophet's advice to a person who has not got married.</li> </ol>	<p>By the end of the lesson, pupils should be able to;</p> <ol style="list-style-type: none"> <li>1) Define the word "Zina" (Fornication)</li> <li>2) State the punishment given to a Muslim practicing Zina.</li> <li>3) Outline the conditions which should be fulfilled before implementing the punishment.</li> <li>4) Give the prophets' advice as far as marriage is concerned.</li> </ol>	<p>Question and answer</p> <p>Discussion</p> <p>Explanation.</p>	<p>Reading</p> <p>Writing</p> <p>Question and answering</p>	<p>Chalkboard illustrations</p>	<p>MK Standard Religious Educ. pg. 213.</p>	
7	1 & 2	<b>HADITHI REGARDING</b>	<p>Abu Hurainrah reported that the prophet said; "The one who commits an illegal sexual intercourse is not a believer ..."</p> <p><b>LESSONS FROM HADITH.</b></p> <ol style="list-style-type: none"> <li>1) Sex is not allowed out of marriage.</li> <li>2) Believers should get married.</li> <li>3) Stoning to death is the punishment to the person committing adultery. Etc.</li> </ol>	<p>By the end of the lesson, pupils should be able to;</p> <ol style="list-style-type: none"> <li>1) Give a Hadith regarding the illegal sexual intercourse.</li> <li>2) Explain what punishment given to a person committing adultery.</li> </ol>	<p>Explanation</p> <p>Discussion</p> <p>Questions and answers.</p>	<p>Reading</p> <p>Writing</p> <p>Questions and answers.</p>	<p>Chalkboard illustrations.</p>	<p>MK Standard Religious Educ. Pg. 215 – 216.</p>	

		<b>ILLEGAL SEXUAL INTERCOURSE</b>		<p><b>EFFECTS OF EARLY SEX AND PREGNANCY.</b></p> <ul style="list-style-type: none"> <li>• It leads (early sex) to unwanted pregnancies.</li> <li>• Early sex leads to unwanted marriages.</li> <li>• They can also lead to death.</li> <li>• They are also way of losing education.</li> <li>• They also lead to loss of respect and dignity.</li> </ul>	3) Out line some effects of early sex and pregnancy.		Taking notes.			
<b>8</b>	<b>1 &amp; 2</b>	<b>THE YOUTH, AIDS, STD</b>	<ul style="list-style-type: none"> <li>• Definition of Youth. A youth is a person from the age of 18 up to 30 years.</li> <li>• Definition of Aids in full. Acquired Immune Deficiency Syndrome.</li> <li>• Definition of STD in full. Sexually Transmitted Diseases.</li> </ul> <p><b>DANGER OF STD TO THE YOUTH.</b></p> <ol style="list-style-type: none"> <li>1) It can lead one to being barren.</li> <li>2) It can lead one to death.</li> <li>3) It increases one's medical expenditure.</li> <li>4) It can lead one to miscarriages. Etc.</li> </ol> <p><b>WAYS OF PREVENTING STD.</b></p>	<p>By the end of the lesson, pupils should be able to;</p> <ol style="list-style-type: none"> <li>1) Define the following words.                             <ol style="list-style-type: none"> <li>a) Youth</li> <li>b) AIDS.</li> <li>c) STD</li> </ol> </li> <li>2) State some dangers one can face if she/he is affected by STD.</li> <li>3) Give some preventive measures of avoiding STD to spread.</li> </ol>	<p>Demonstration</p> <p>Explanation.</p> <p>Guided discussion</p> <p>Question and answer</p>	<p>Reading</p> <p>Writing</p> <p>Discussion</p> <p>Taking notes.</p>	<p>Pictures showing the girl who had early sex.</p>	<p>MK. Standard Religious Educ. Pg. 217.</p>		
			<p><b>FACTS ABOUT THE SPREAD OF AIDS ON THE FOLLOWING;</b></p> <ol style="list-style-type: none"> <li>a) Ways of spreading are; things that contain the virus.</li> </ol>	<p>By the end of the lesson, pupils should be able to;</p> <ol style="list-style-type: none"> <li>1) Give some facts about the spread of Aids.</li> </ol>	<p>Explanation</p> <p>Question</p>	<p>Reading</p> <p>Writing</p>	<p>Chalkboard illustrations</p>	<p>MK Standard Religious Educ. Pg. 218</p>		

9	1 & 2	FACTS ON THE SPREAD OF AIDS		<p>b) How mothers can infect their babies. c) Way in which AID can't be transmitted, etc.</p> <p><b>WAYS OF PREVENTING THE SPREAD OF AIDS.</b></p> <p>a) Educating the public about the modes of transmission. b) Avoid having sex out side marriage. c) Using protective clothing e.g. gloves etc. d) Using screened blood for transfusion etc.</p>	2) Outline some of preventive measures of Aids spread.	and answers.  Guided discussion .	Taking notes  Questions and answers			
10	1 & 2	HISTORY OF ISLAM	MUSLIM COMMITTEES IN UGANDA	<ul style="list-style-type: none"> <li>Introduction.</li> <li>Types of Muslim communities.</li> </ul> <p>1) Indigenous Muslim communities. 2) Asian Muslim communities.</p> <ul style="list-style-type: none"> <li>Differences of those communities</li> <li>Their similarities.</li> <li>The origin of each community.</li> <li>The reason of their division.</li> <li>Causes of religious misunderstanding e.g.</li> </ul> <p>1) Different interpretation of the Quaran. 2) Rigidity. 3) Following the different teachings etc.</p>	By the end of the lesson, pupils should be able to; 1) Give the types of Muslim communities. 2) Out line the difference between those Muslim communities. 3) State some main causes of religious education.	Writing  Reading  Explanation.	Reading  Writing  Taking notes	Chalkboard illustrations	MK Standard Religious Educ. Pg. 222	
				<ul style="list-style-type: none"> <li>Contribution of the indigenous Muslim Communities.</li> </ul> <p>1) <b>SPIDIQU &amp; TABLIQH</b> purified Islam by discouraging practicing of the African Traditional religion along side Islam.</p>	By the end of the lesson, pupils should be able to; 1) State some of the contribution of both local and Asian communities.	Reading  Writing  Question and	Reading  Writing  Questions and answers.	Chalkboard illustration.  Pictures of some Asian Muslims.	MK Standard Religious Education pg. 226 – 233.  MK Standard	

11	1 & 2	<b>MUSLIM COMMUNITIES IN UGANDA</b>	<b>CONTRIBUTION OF INDIGENOUS MUSLIM COMMUNITIES</b>	2) They set Islamic projects. 3) They converted many people. 4) They fought Islam etc. • Contribution of Asian Muslim communities. 1) They built Mosques. 2) They constructed schools. 3) They formed business sectors. 4) They improved the welfare of Moslems. Etc.	2) Explain why there was a need of Asian communities.	answer  Guided discussion .	Taking notes  Explanation		Revision Religious Educ pg. 150.	
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