ISLAMIC RELIGIOUS ACTIVITIES

GRADE 5 SCHEMES OF WORK TERM 1

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| **Wk** |  | **Lsn** | **Strand/****Theme** | **Sub strand** | **Specific learning outcomes** | **Key inquiry****Questions** | **Learning experiences** | **Learning****Resources** | **Assessment****methods** | **Ref****l** |
| **1** | **1** | **QUR’AN** | **Selected Surah:**Al-Kauthar | By the end of the sub strand, the learner should be able to:1. Read and memorize the selected surah for spiritual nourishment.
2. Outline the basic meaning of the selected surah to act as guidance in their daily life.
3. Appreciate the Qur’an as the first source of guidance.
 | 1. Why is it important to recite the Qur’an?
2. What lessons do we learn from the selected surah?
3. What teachings can Muslims derive from the selected surah?
4. How can you apply the teachings of the selected surah in your daily life?
 | Individually/in pairs/ in groups learners are guided to:read the following Hadith on greetings:Learners to listen toteacher/resource person/digital device on the recitation of the selected surah;.- Al-Kautharlearners to recite selected surah after listening to the teacher/or the digital devices.re guided to read the selected surah from a digitaldevice/mus-haf/charts. | * Digital devices, Mus- haf, charts,
* course books and resource person
 | * Portfolio,
* written assessment,
* oral assessment
* anecdotal notes and
* observation schedule
 |  |
|  | **2** |  | **Selected Surah:**Al-Kauthar | By the end of the sub strand, the learner should be able to:1. Read and memorize the selected surah for spiritual nourishment.
2. Outline the basic meaning of the selected surah to act as guidance in their daily life.
3. Appreciate the Qur’an as the first source of guidance.
 | 1. Why is it important to recite the Qur’an?
2. What lessons do we learn from the selected surah?
3. What teachings can Muslims derive from the selected surah?
4. How can you apply the teachings of the selected surah in your daily life?
 | Individually/in pairs/ in groups learners are guided to: read the following Hadith on greetings:Learners to listen to the teacher/resource person/digital device on the recitation of the selected surah;.- Al-KautharLearners to recite theselected surah after listening to the teacher/or the digital devices.Learners in pairs/groups areguided to read the selectedsurah from a digital device/mus-haf/charts. | * Digital devices, Mus- haf, charts,
* course books and resource person
 | * Portfolio,
* written assessment,
* oral assessment
* anecdotal notes and
* observation schedule
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|  | **3** |  | **Selected Surah:**Al-Kauthar | By the end of the sub strand, the learner should be able to: | 1. Why is it important to recite the Qur’an? | Learnes to practice properpronunciation through listening to digital devices | * Digital devices, Mus-

haf, charts, | * Portfolio,
* written assessment,
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|  |  |  |  | 1. Outline the basic meaning of the selected surah to act as guidance in their daily life.
2. Deduce lessons and teachings from the selected surah and apply them in their daily life.
3. Appreciate the Qur’an as the first source of guidance.
 | 1. What lessons do we learn from the selected surah?
2. What teachings can Muslims derive from the selected surah?
3. How can you apply the teachings of the selected surah in

your daily life? | Learners to listen to basicmeaning of the selected surah from digital devices and make anecdotal notesin groups learners to discuss the different ways ofapplying the teachings and lessons learnt from theselected surah | * course books and resource person
 | * oral assessment
* anecdotal notes and
* observation schedule
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| **2** | **1** |  | **Selected Surah:**Al-Kauthar | By the end of the sub strand, the learner should be able to:1. Outline the basic meaning of the selected surah to act as guidance in their daily life.
2. Deduce lessons and teachings from the selected surah and apply them in their daily life.
3. Appreciate the Qur’an as the first source of guidance.
 | 1. Why is it important to recite the Qur’an?
2. What lessons do we learn from the selected surah?
3. What teachings can Muslims derive from the selected surah?
4. How can you apply the teachings of the selected surah in your daily life?
 | Learners t practice properpronunciation through listening to digital devicesLearners to listen to basicmeaning of the selected surah from digital devices and make anecdotal notesin groups, learners to discuss the different ways ofapplying the teachings and lessons learnt from theselected surah | * Digital devices, Mus- haf, charts,
* course books and resource person
 | * Portfolio,
* written assessment,
* oral assessment
* anecdotal notes and
* observation schedule
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|  | **2** |  | **Selected Surah:** - Al-Maun | By the end of the sub strand, the learner should be able to:1. Read and memorize the selected surah for spiritual nourishment.
2. Outline the basic meaning of the selected surah to act as guidance in their daily life.
3. Appreciate the Qur’an as the first source of guidance.
 | 1. Why is it important to recite the Qur’an?
2. What lessons do we learn from the selected surah?
3. What teachings can Muslims derive from the selected surah?
4. How can you apply the teachings of the selected surah in your daily life?
 | Individually/in pairs/ in groups learners are guided to: read the following Hadith on greetings:Learners to listen to teacher/resource person/digital device on the recitation of the selected surah;.- Al-MaunLearnera to recite the selected surah after listening to the teacher/or the digital devices.Learners in pairs/ groups re guided to read the selected surah from a digital device/mus-haf/charts.Learners practice proper pronunciation through listening to digital devices | * Digital devices, Mus- haf, charts,
* course books and resource person
 | * Portfolio,
* written assessment,
* oral assessment
* anecdotal notes and
* observation schedule
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|  | **3** |  | **Selected Surah:** - Al-Maun | By the end of the sub strand, the learner should be able to:1. Read and memorize the selected surah for spiritual nourishment.
2. Outline the basic meaning of the selected surah to act as guidance in their daily life.
3. Appreciate the Qur’an as the first source of guidance.
 | 1. Why is it important to recite the Qur’an?
2. What lessons do we learn from the selected surah?
3. What teachings can Muslims derive from the selected surah?
4. How can you apply the teachings of the selected surah in your daily life?
 | Individually/in pairs/ in groups learners are guided to: read the following Hadith on greetings:Learners to listen to basicteacher/resource person/digital device on the recitation of the selected surah;.- Al-MaunLearners to recite the selected surah after listening to the teacher/or the digital devices.Learners in pairs/ groups are guided to read the selected surah from a digital device/mus-haf/charts.Learners to practice proper pronunciation through listening to digital devices | * Digital devices, Mus- haf, charts,
* course books and resource person
 | * Portfolio,
* written assessment,
* oral assessment
* anecdotal notes and
* observation schedule
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| **3** | **1** |  | **Selected Surah:** - Al-Maun | By the end of the sub strand, the learner should be able to:1. Outline the basic meaning of the selected surah to act as guidance in their daily life.
2. Deduce lessons and teachings from the selected surah and apply them in their daily life.
3. Appreciate the Qur’an as the first source of guidance.
 | 1. Why is it important to recite the Qur’an?
2. What lessons do we learn from the selected surah?
3. What teachings can Muslims derive from the selected surah?
4. How can you apply the teachings of the selected surah in your daily life?
 | Learners to listen to basicmeaning of the selected surah from digital devices and make anecdotal notesin groups /pairs learners to discuss the different ways of applying the teachings and lessons learnt from the selected surah | * Digital devices, Mus- haf, charts,
* course books and resource person
 | * Portfolio,
* written assessment,
* oral assessment
* anecdotal notes and
* observation schedule
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|  | **2** |  | **Selected Surah:** - Al-Maun | By the end of the sub strand, the learner should be able to:1. Outline the basic meaning of the selected surah to act as guidance in their daily life.
2. Deduce lessons and teachings from the selected surah and apply them in their daily life.
3. Appreciate the Qur’an as the first source of guidance.
 | 1. Why is it important to recite the Qur’an?
2. What lessons do we learn from the selected surah?
3. What teachings can Muslims derive from the selected surah?
4. How can you apply the teachings of
 | Learners to listen to basicmeaning of the selected surah from digital devices and make anecdotal notesin groups, learners todiscuss the different ways of applying the teachings and lessons learnt from the selected surah | * Digital devices, Mus- haf, charts,
* course books and resource person
 | * Portfolio,
* written assessment,
* oral assessment
* anecdotal notes and
* observation schedule
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|  |  |  |  |  | the selected surah inyour daily life? |  |  |  |  |
|  | **3** |  | **Selected Surah:** - Al-Quraysh | By the end of the sub strand, the learner should be able to:1. Read and memorize the selected surah for spiritual nourishment.
2. Outline the basic meaning of the selected surah to act as guidance in their daily life.
3. Appreciate the Qur’an as the first source of guidance.
 | 1. Why is it important to recite the Qur’an?
2. What lessons do we learn from the selected surah?
3. What teachings can Muslims derive from the selected surah?
4. How can you apply the teachings of the selected surah in your daily life?
 | Individually/in pairs/ in groups learners are guided to:read the following Hadith on greetings:Learners to listen to the teacher/resource person/digital device on the recitation of the selected surah;.- Al-QurayshLearners to recite selected surah after listening to the teacher/or the digital devices.In pairs/groups learners are guided to read the selected surah from a digital device/mus-haf/charts.Learners to practice proper pronunciation through listening to digital devices | * Digital devices, Mus- haf, charts,
* course books and resource person
 | * Portfolio,
* written assessment,
* oral assessment
* anecdotal notes and
* observation schedule
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| **4** | **1** |  | **Selected Surah:** - Al-Quraysh | By the end of the sub strand, the learner should be able to:1. Read and memorize the selected surah for spiritual nourishment.
2. Outline the basic meaning of the selected surah to act as guidance in their daily life.
3. Appreciate the Qur’an as the first source of guidance.
 | 1. Why is it important to recite the Qur’an?
2. What lessons do we learn from the selected surah?
3. What teachings can Muslims derive from the selected surah?
4. How can you apply the teachings of the selected surah in your daily life?
 | Individually/in pairs/ in groups learners are guided to:read the following Hadith on greetings:Learners to listen toteacher/resource person/digital device on the recitation of the selected surah;.- Al-QurayshLearners to recite the selected surah after listening to the teacher/or the digital devices.Learners in pairs/groups are guided to read the selected surah from a digital device/mus-haf/charts.Learners to practice proper pronunciation through listening to digital devices | * Digital devices, Mus- haf, charts,
* course books and resource person
 | * Portfolio,
* written assessment,
* oral assessment
* anecdotal notes and
* observation schedule
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|  | **2** |  | **Selected Surah:** - Al-Quraysh | By the end of the sub strand, the learner should be able to:a. Outline the basic meaning of the selected surah to act | 1. Why is it important to recite the Qur’an? | In groups learners to recite the selected surah severally to enhance memorizationLearners to listen to basicmeaning of the selected surah | * Digital devices, Mus- haf, charts,
 | * Portfolio,
* written assessment,
* oral assessment
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|  |  |  |  | as guidance in their daily life.1. Deduce lessons and teachings from the selected surah and apply them in their daily life.
2. Appreciate the Qur’an as the first source of guidance.
 | 1. What lessons do we learn from the selected surah?
2. What teachings can Muslims derive from the selected surah?
3. How can you apply the teachings of the selected surah in

your daily life? | from digital devices and make anecdotal notesin groups learners to discuss the different ways of applying the teachings and lessons learnt from the selected surah | * course books and resource person
 | * anecdotal notes and
* observation schedule
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|  | **3** |  | **Selected Surah:** - Al-Quraysh | By the end of the sub strand, the learner should be able to:1. Outline the basic meaning of the selected surah to act as guidance in their daily life.
2. Deduce lessons and teachings from the selected surah and apply them in their daily life.
3. Appreciate the Qur’an as the first source of guidance.
 | 1. Why is it important to recite the Qur’an?
2. What lessons do we learn from the selected surah?
3. What teachings can Muslims derive from the selected surah?
4. How can you apply the teachings of the selected surah in your daily life?
 | In groups learners to recite the selected surah severally to enhance memorizationLearners to listen to basicmeaning of the selected surah from digital devices and make anecdotal notesin groups learners to discuss the different ways of applying the teachings and lessons learnt from the selected surah | * Digital devices, Mus- haf, charts,
* course books and resource person
 | * Portfolio,
* written assessment,
* oral assessment
* anecdotal notes and
* observation schedule
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| **5** | **1** |  | **Selected Surah:** - Al-Fil | By the end of the sub strand, the learner should be able to:1. Read and memorize the selected surah for spiritual nourishment.
2. Outline the basic meaning of the selected surah to act as guidance in their daily life.
3. Appreciate the Qur’an as the first source of guidance.
 | 1. Why is it important to recite the Qur’an?
2. What lessons do we learn from the selected surah?
3. What teachings can Muslims derive from the selected surah?
4. How can you apply the teachings of the selected surah in your daily life?
 | Individually/in pairs/ in groups learners are guided to:read the following Hadith on greetings:Learners to listen to theteacher/resource person/digital device on the recitation of the selected surah;.- Al-FilLearners to recite the selected surah after listening to the teacher/or the digital devices.Learners in pairs/groups are guided to read the selected surah from a digitaldevice/mus-haf/charts. | * Digital devices, Mus- haf, charts,
* course books and resource person
 | * Portfolio,
* written assessment,
* oral assessment
* anecdotal notes and
* observation schedule
 |  |
|  | **2** |  | **Selected Surah:** - Al-Fil | By the end of the sub strand, the learner should be able to: | 1. Why is it important to recite the Qur’an? | Individually/in pairs/ in groups learners are guided to: read the following Hadith on greetings: |  | * **Digital devices,**
* **course books a**
 | * Portfolio,
* written assessment

assessment, |  |  |

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|  |  |  |  | 1. Read and memorize the selected surah for spiritual nourishment.
2. Outline the basic meaning of the selected surah to act as guidance in their daily life.
3. Appreciate the Qur’an as the first source of guidance.
 | 1. What lessons do we learn from the selected surah?
2. What teachings can Muslims derive from the selected surah?
3. How can you apply the teachings of the selected surah in your daily life?
 | Learners to listen to teacher/resource person/digital device on the recitation of the selected surah;.- Al-FilLearners to recite the selected surah after listening to the teacher/or the digital devices.Leaners in pairs/groups areguided to read the selectedsurah from a digital device/mus-haf/charts. |  | * oral assessment
* anecdotal notes and
* observation schedule
 |  |  |
|  | **3** |  | **Selected Surah:** - Al-Fil | By the end of the sub strand, the learner should be able to:1. Outline the basic meaning of the selected surah to act as guidance in their daily life.
2. Deduce lessons and teachings from the selected surah and apply them in their daily life.
3. Appreciate the Qur’an as the first source of guidance.
 | 1. Why is it important to recite the Qur’an?
2. What lessons do we learn from the selected surah?
3. What teachings can Muslims derive from the selected surah?
4. How can you apply the teachings of the selected surah in your daily life?
 | Learners to practice proper pronunciation through listening to digital devicesin groups learners to recite the selected surah severally to enhance memorizationLearners to listen to basicmeaning of the selected surah from digital devices and make anecdotal notesin groups learners todiscuss the different ways of applying the teachings andlessons learnt from the selected surah | * Digital devices, Mus- haf, charts,
* course books and resource person
 | * Portfolio,
* written assessment,
* oral assessment
* anecdotal notes and
* observation schedule
 |  |
| **6** | **1** |  | **Selected Surah:** - Al-Fil | By the end of the sub strand, the learner should be able to:1. Outline the basic meaning of the selected surah to act as guidance in their daily life.
2. Deduce lessons and teachings from the selected surah and apply them in their daily life.
3. Appreciate the Qur’an as the first source of guidance.
 | 1. Why is it important to recite the Qur’an?
2. What lessons do we learn from the selected surah?
3. What teachings can Muslims derive from the selected surah?
4. How can you apply the teachings of the selected surah in your daily life?
 | Learners to practice properpronunciation through listening to digital devicesin groups learners to recite the selected surah severally to enhance memorizationLearners to listen to basicmeaning of the selected surah from digital devices and make anecdotal notesin groups , learners to discuss the different ways of applying the teachings and lessons learnt from theselected surah | * Digital devices, Mus- haf, charts,
* course books and resource person
 | * Portfolio,
* written assessment,
* oral assessment
* anecdotal notes and
* observation schedule
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|  | **2** | **HADITH** | **Hadith on good behaviour** | By the end of the sub strand, the learner should be able to:1. Identify examples of good behaviour from the selected Hadith on character building.
2. discuss the significance of the selected Hadith in shaping the character of a Muslim
3. Appreciate the teachings of the Hadith by applying them in day to day life.
 | 1. Why should we behave well?
2. What actions show

that you fear Allah? | Individually/in pairs/ in groups learners are guided to: read the following Hadith on greetings:Learners read from | * Charts & course books, digital
* devices, resource persons
 | written assessment,oral assessment, |  |
|  |  |  |  | chart/digital devices theHadith on good behaviour:Fear Allah wherever you are and follow up a bad deed with a good deed, it will wipe it out.And behave well towards other people.” (AlTirmidhi).In pairs, learners identify good behaviour mentioned in the Hadith and present in plenary | observation schedule, portfolio |
|  | **3** |  | **Hadith on good behaviour** | By the end of the sub strand, the learner should be able to:1. Identify examples of good behaviour from the selected Hadith on character building.
2. discuss the significance of the selected Hadith in shaping the character of a Muslim
3. Appreciate the teachings of the Hadith by applying them in day to day life.
 | 1. Why should we behave well?
2. What actions show that you fear Allah?
 | Individually/in pairs/ in groups learners are guided to: read the following Hadith on greetings:Learners to read from | * Charts & course books, digital
* devices, resource persons
 | written assessment, oralassessment, |  |
|  |  |  | chart/digital devices theHadith on good behaviour:Fear Allah wherever you are and follow up a bad deed with a good deed, it will wipe it out.And behave well towards other people.” (AlTirmidhi).In pairs learners identify good behaviour mentioned in the Hadith and present inplenary | observation schedule, portfolio |
| **7** | **1** |  | **Hadith on good behaviour** | By the end of the sub strand, the learner should be able to:1. Identify examples of good behaviour from the selected Hadith on character building.
2. discuss the significance of the selected Hadith in shaping the character of a Muslim
3. Appreciate the teachings of the Hadith by applying them in day to day life.
 | 1. Why should we behave well?
2. What actions show that you fear Allah?
 | Individually/in pairs/ in groups learners are guided to: read the following Hadith on greetings:Learner read from  | * Charts & course books, digital
* devices, resource persons
 | written assessment, oralassessment, |  |
|  |  |  |  | chart/digital devices theHadith on good behaviour:In pairs learners identify good behaviour mentioned in the Hadith and present in plenaryLearners are guided to discuss the teachings and relevance of the Hadith in theirdaily life. | observation schedule, portfolio |





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|  |  |  |  |  |  | Learners role play the behaviour mentioned in theHadith. |  |  |  |
|  | **2** |  | **Hadith on Greeting** | By the end of the sub strand, the learner should be able to:1. Explain the importance of Islamic greetings in the life of a Muslim.
2. Practice Islamic greetings so as to promote love and unity in the society.
3. Appreciate the use of Islamic greetings in bringing harmony in the

society. | 1. Why should a Muslim useIslamic greetings? | Individually/in pairs/ in groups learners are guided to:read the following Hadith on greetings:“…. Shall I inform you of something which, if you do, you will love one another? Promote greetings (salaam) amongst yourselves.” (Muslim)Watch and listen to the islamicgreetings from digital devices | * Charts & course books, digital
* devices, resource persons
 | written assessment, oral assessment, observation schedule, portfolio |  |
|  | **3** |  | **Hadith on Greeting** | By the end of the sub strand, the learner should be able to:1. Explain the importance of Islamic greetings in the life of a Muslim.
2. Practice Islamic greetings so as to promote love and unity in the society.
3. Appreciate the use of Islamic greetings in bringing harmony in the society.
 | 1. Why should a Muslim useIslamic greetings? | Individually/in pairs/ in groups learners are guided to:read the following Hadith on greetings:“…. Shall I inform you of something which, if you do, you will love one another? Promote greetings (salaam) amongst yourselves.” (Muslim)Watch and listen to the islamicgreetings from digital devices | * Charts & course books, digital
* devices, resource persons
 | written assessment, oral assessment, observation schedule, portfolio |  |
| **8** | **1** |  | **Hadith on Greeting** | By the end of the sub strand, the learner should be able to:1. Explain the importance of Islamic greetings in the life of a Muslim.
2. Practice Islamic greetings so as to promote love and unity in the society.
3. Appreciate the use of Islamic greetings in bringing harmony in the

society. | 1. Why should a Muslim useIslamic greetings? | Demonstrate islamic greetings.Discuss the importance of Islamic greetings in the life of a Muslim and make summary notes.Search online and singQasida on Islamic greetings | * Charts & course books, digital
* devices, resource persons
 | written assessment, oral assessment, observation schedule, portfolio |  |
|  | **2** |  | **Hadith on knowledge** | By the end of the sub strand, the learner should be able to:a. Read the Hadith as a source of reference in seeking knowledge. | 1. What can you do to improve your performance in school?
2. Why is it important to
 | -In pairs/groups learners are guided to:Read from a chart/digital devices the following Hadith on knowledge: | * Charts & course books, digital
* devices,

resource persons | written assessment, oral assessment, observation schedule, |  |



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|  |  |  |  | 1. explain the importance of seeking knowledge for the benefit of this world and the Hereafter
2. Appreciate the teachings of the Hadith by working hard in school.
 | seek knowledge in Islam?1. What challenges may hinder one from acquiring education?
2. What can you do to help the society acquire education?
 | Seeking knowledge is obligatory upon every Muslim.” (Al-Tirmidhi).Search online the importance of seeking knowledge and present it in classDiscuss ways of improving academic performance in school.Role play the importance ofseeking knowledge in the Muslim society |  | portfolio |  |
|  | **3** |  | **Hadith on knowledge** | By the end of the sub strand, the learner should be able to:1. Read the Hadith as a source of reference in seeking knowledge.
2. explain the importance of seeking knowledge for the benefit of this world and the Hereafter
3. Appreciate the teachings of the Hadith by working hard in school.
 | 1. What can you do to improve your performance in school?
2. Why is it important to

seek knowledge in Islam?1. What challenges may hinder one from acquiring education?
2. What can you do to help the society acquire education?
 | -In pairs/groups learners are guided to:d from a chart/digital devices the following Hadith on knowledge:eeking knowledge is obligatory upon every Muslim.” (Al-Tirmidhi).earch online the importance of seeking knowledge and present it in classshow ways of improving academic performance in school.play the importance ofseeking knowledge in the Muslim society | * Charts & course books, digital
* devices, resource persons
 | written assessment, oral assessment, observation schedule, portfolio |  |
| **9** | **1** |  | **Hadith on knowledge** | By the end of the sub strand, the learner should be able to:1. Read the Hadith as a source of reference in seeking knowledge.
2. explain the importance of seeking knowledge for the benefit of this world and the Hereafter
3. Appreciate the teachings of the Hadith by working hard in school.
 | 1. What can you do to improve your performance in school?
2. Why is it important to

seek knowledge in Islam?1. What challenges may hinder one from acquiring education?
2. What can you do

to help the society acquire education? | -In pairs/groups learners are guided to:Read from a chart/digital devices the following Hadith on knowledge:Seeking knowledge is obligatory upon every Muslim.” (Al-Tirmidhi).Search online the importance of seeking knowledge and present it in class | * Charts & course books, digital
* devices, resource persons
 | written assessment, oral assessment, observation schedule, portfolio |  |





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|  |  |  |  |  |  | Discuss ways of improving academic performance in school.play the importance of seeking knowledge in the Muslim society |  |  |  |
|  | **2** |  | **Hadith on responsible living** | By the end of the sub strand, the learner should be able to:1. Outline five issues that mankind should account for according to the Hadith.
2. Describe the lessons learnt from the Hadith for character building.
3. Appreciate the teachings of the Hadith by living responsibly.
 | 1. How can the youth live responsibly?
2. How do Muslims earn their wealth?
3. How do Muslims spend their wealth?
4. How can knowledge be used to benefit others?
 | In pairs/small groups, learners are guided to: Read from a chart/digital devices the Hadith on responsible living:“The son of Adam will not be dismissed from Allah on the Day of Resurrection until he is questioned about five issues: his life and how he lived it, his youth and how he used it, his wealth and how he earned and spent it, and how he acted onhis knowledge.” (Al-Tirmithi) | * Charts & course books, digital
* devices, resource persons
 | written assessment, oral assessment, observation schedule, portfolio |  |
|  | **3** |  | **Hadith on responsible living** | By the end of the sub strand, the learner should be able to:1. Outline five issues that mankind should account for according to the Hadith.
2. Describe the lessons learnt from the Hadith for character building.
3. Appreciate the teachings of the Hadith by living responsibly.
 | 1. How can the youth live responsibly?
2. How do Muslims earn their wealth?
3. How do Muslims spend their wealth?
4. How can knowledge be used to benefit others?
 | In pairs/small groups, learners are guided to: Read from a chart/digital devices the Hadith on responsible living:“The son of Adam will not be dismissed from Allah on the Day of Resurrection until he is questioned about five issues: his life and how he lived it, his youth and how he used it, his wealth and how he earned and spent it, and how he acted onhis knowledge.” (Al-Tirmithi) | * Charts & course books, digital
* devices, resource persons
 | written assessment, oral assessment, observation schedule, portfolio |  |
| **10** | **ASSESSMENT** |



