

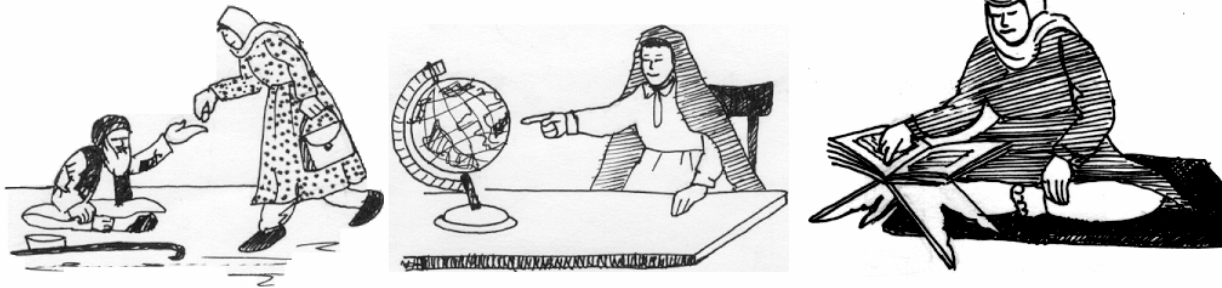


USAID | AFGHANISTAN

FROM THE AMERICAN PEOPLE

Learning for Life *DRAFT* Foundations Program

الله محمد



Religion/Social Studies

Milestones 1-5
Level 1

English

Facilitator Book

2006

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RURAL EXPANSION OF AFGHANISTAN'S COMMUNITY-BASED HEALTH CARE (REACH)

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Foundations Religion/Social Studies Level 1

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How To Use This Document

This document is for use by the Facilitators, those who will be guiding learners. It contains Milestones and Activities for one subject area.

Curriculum Chart

The Curriculum Chart at the beginning of this book is a compiled list of the subject's milestones and activities. The chart provides an overview by giving the name of each milestone and the instructional activities contained within. Where available, the materials and time needed for each activity are also included, as well as the final milestone evaluation activities.

Milestones (MS)

Following the Curriculum Chart are the milestones and their individual detailed instructional activities. Each milestone is numbered and stated clearly on the first page, with a brief Description of the Milestone. In some cases, milestones have been divided into sub-milestones, which are also listed at the beginning.

Instructional Activities

The instructional activities for the milestone come next, progressing sequentially. Each activity has a title. The objective, duration and materials needed are also given. In some materials, particularly in Level 1, some activities contain a specification for Repetitions. This is a recommendation for the number of times an activity should be repeated, providing for the need for additional practice.

The actual instructions for the activity follow, with the steps either numbered or written in narrative instructional form. When there is specific helpful information provided for the Facilitator, this is set off as a **Note**, or **Information**.

Evaluation Activities

At the end of the instructional activities are a small set of evaluation activities which reflect the content of the milestone. Criteria for 'passing' are also included, where possible.

Learner Books (LB)

For some milestones, there are supplemental materials in the form of Learner Books. These are workbooks that provide related practice and information for the learners. These are generally specified in the Materials list for the activities. These can be found in the Learner Book Files.

Learner Books are available for:

Level 1 (L1)

- Language Milestones 1-6
- Religion/Social Studies Milestones 1-5

Level 2 (L2)

- Language Milestones 1-6
- Religion/Social Studies Milestones 1-3, 6
- Math Milestone 4

Health

- Milestones 4-9

The Draft Nature of These Materials

It is very important to note that these materials are DRAFT. There are numerous inconsistencies in the materials in terms of format, style, information provided, etc. It must be kept in mind that these materials have only been tested once, and need further revision.

Curriculum Chart FP Religion Level 1

MILESTONE 1 : LEARNING ABOUT THE PILLARS OF ISLAM, THE FOUR CLOSEST COMPANIONS OF THE PROPHET (PEACE BE UPON HIM) AND THE DIVINE BOOKS				
	Activity	Materials	Time	Rep.
1	Information on the Pillars of Islam	prepared cards	40 min	2
2	Sharing Experiences and the Application of the Pillars of Islam in One's Life	cards on which the five pillars of Islam are written	40 min	2
3	Discussion on the Closest Companions of the Prophet (pbuh)		40 min	2
4	Questions about the Companions of the Prophet (pbuh)	questions on the closest companions of the Prophet (pbuh)	40 min	2
5	Discussing and Giving Information About the Two Closest Companions of the Prophet (pbuh)		40 min	2
6	Identifying the Closest Companions of the Prophet (pbuh) from Their Characteristics		40 min	2
7	Reviewing the Main Points About the Four Closest Companions of the Prophet (pbuh)	Flipchart paper		
8	Reading the Chart on the Divine Books, Asking Questions and Answering	The chart on Divine Books prepared by the facilitator	40 min	2
EVALUATION ACTIVITIES		Materials		
1	Write on separate cards each pillar of Islam and ask each one of the learners to pick up one card and talk about it.	Cards on which names of the pillars of Islam are written.		
2	Write on separate pieces of paper the questions about the four closest Companions of the Prophet (pbuh). Learners pick up a piece of paper and answer the questions.	Cards on which questions on the four closest Companions of the Prophet (Peace be upon him) are written.		

Curriculum Chart FP Religion Level 1

MILESTONE 2: LEARNING THE FARAI DH (OBLIGATORY), SUNNAH (RECOMMENDED) AND THE ORDER AND INVALIDATORS OF ABLUTION AND PRAYER				
	Activity	Materials	Time	Rep.
1	Miming Performing Ablution and Talking About the Faraidh (Obligations) Of Ablution		40 min	2
2	Activity 2: Giving Information About Ablution and Its Sunnah (recommendations)	The chart on which recommendations of ablution are written	40 min	2
3	Activity 3: Discussing the Invalidators of Ablution	The chart on which the invalidators of ablution are written (Prepared by the facilitator)	40 min	2
4	Understanding the Conditions Of Prayer and Applying Them to the Five Prayers	Blackboard, chalk and notebooks of the learners	40 min	2
5	Discussing the <i>Sunnah</i> (Recommended) Prayer		40 min	2
6	Identifying The Invalidators, Faraidh and Sunnah of Prayer	Chart on <i>Faraidh</i> , <i>Sunnah</i> and invalidators of prayer written out of order (Prepared by the facilitator)	40 min	2
7	Miming Performing Prayer and Expressing Opinions About It	A chart on which invalidators of prayer are written (prepared by the facilitator)	40 min	2
8	Representing Different Stages of Prayer	pictures of stages of prayer	40 min	0
EVALUATION ACTIVITIES		Materials		
1	Activity: Put the pictures of various stages of ablution and prayer before the learners who drew them during their learning activities. Ask them to describe the pictures in order of performing ablution and the stages of prayer in order to complete two Rakas of prayer.	Pictures of different stages of ablution and prayer that the learners have drawn during their learning activities		
2	Write questions about the invalidators, Faraidh and Sunnah of prayer and ablution and put them in front of the learners. Ask the learner to pick up a card and provide information on what is on the card.	Small question cards on ablution and prayer (Prepared by the facilitator)		

Curriculum Chart FP Religion Level 1

MILESTONE 3: RECITING SHORT CHAPTERS OF THE KORAN				
	Activity	Materials	Time	Rep.
1	The Activity Of the Ball Made of Paper and Reciting Short Sorahs	ball made of paper and <i>Qaiede Baghdadi</i> books	40 min	2
2	Memorizing the Sorahs According to Cards	Cards on which the above-mentioned Sorahs are read, prepared by the facilitator.	40 min	2
3	Memorizing the Short Sorahs by Groups		40 min	2
4	Reading the Interpretation of Ekhlas and Fateha Sorahs From Cards	the interpretation of Fateha and Ekhlas Sorahs written on cards (prepared by the facilitator)	40 min	2
5	Memorization and Repetition of the Sorahs Which Are Recited in the Prayers		40 min	2
6	Guessing the Name of Sorahs From their Interpretation	the chart of the interpretation of Fateha and Ekhlas Sorahs prepares by the facilitator in advance	40 min	1
7	Reciting the Sorahs from Charts	A chart drawn as following by the facilitator	40 min	
EVALUATION ACTIVITIES		Materials		
1	On separate cards, write the names of those Sorahs which the learners have learnt before. Ask the learners to pick up a card and recite the Sorah which is written on it.	cards on which questions (Sorahs) are prepared by the facilitator		

Curriculum Chart FP Religion Level 1

MILESTONE 4: MEMORIZATION OF SHASH KALIMA (THE SIX HOLY CREEDS OF FAITH)				
	Activity	Materials	Time	Rep.
1	Why Do We Say Kalima (creeds of faith)?	learners' books, flip chart and marker		
2	Repetition of the Three Holy Kalimas to be Assured of	<i>Qaeid-e- Baghdadi</i> (A book of how to recite the Holy Koran), chart of <i>Kalimas (Taieba, Shahadat and Tamjeed)</i>	40 min	2
3	To Be Able To Read and Memorize Kalima-e-Tamjeed (complementary creed)	the chart that shows the <i>Shash Kalima</i>	40 min	2
4	Repetition of Kalimas	chart of <i>Shash Kalima</i> and their interpretation/translation in the Learner's Book.	40 min	2
5	Arranging of Tawheed and Tamjeed Kalimas	<i>Qaeid-e-Baghdadi</i> and cards with sections of the <i>Tawheed</i> and <i>Tamjeed Kalimas</i> written on them	40 min	0
6	Reading of the Holy Kalimas Contest	the chart of <i>Shash Kalima</i> and information in the Learner's Book	40 min	0
7	Reading the Shash Kalima From Their First Letters	starting letter of Kalimas chart and separated words of <i>Rad-e-Kofr</i> and <i>Astaghfaar Kalimas</i> .	40 min	2
8	Take and Read it	Learner's Book and the chart of <i>Shash Kalima</i>	40 min	2
EVALUATION ACTIVITIES		Materials		
1	Ask the learners to read the <i>Shash Kalima</i> individually			
2	Using the chart of <i>Shash Kalima</i> put the starting letter of each of the <i>Kalimas</i> in front of the learners and ask them to find the <i>Kalima</i> that matches with the letter given and they should read and translate it.	chart of <i>Shash Kalima</i>		

Curriculum Chart FP Religion Level 1

MILESTONE 5: HOLY WORDS (HADITHS) OF THE PROPHET MOHAMMAD (PBUH)				
	Activity	Materials	Time	Rep.
1	The Personality of the Prophet Mohammad (PBUH)	board and chalk		
2	The Hadith (Holy Words) of the Prophet	cards	40 min	2
3	Expressing One's Life Experiences and Comparing with the Prophet's (PBUH) Hadiths	separate cards on which the Hadiths are written.	40 min	2
4	Expressing the Prophet's (PBUH) Hadiths from the Text	separate pieces of paper	40 min	1
5	Answering Questions and Discussion About the Hadiths of the Prophet (PBUH)	chart with Hadiths written on it	40 min	2
6	Playing Roles		40 min	0
7	Questions and Answers About Hadiths	questions and flip chart	40 min	0
EVALUATION ACTIVITIES		Materials		
1	Write words such as <i>offspring, goodness, proper bringing up of children, having good behavior with neighbors</i> on separate pieces of papers and put upside down in front of the learner. She will pick up the sheets and talk about it in turn, especially related to Holy Hadiths.	Separate pieces of paper with specific words written on them		

MILESTONE 1 :
LEARNING ABOUT THE PILLARS OF ISLAM, THE FOUR CLOSEST
COMPANIONS OF THE PROPHET (PEACE BE UPON HIM) AND THE DIVINE
BOOKS

Description of the Milestone:

In this milestone, information is given to the Learners about the pillars of Islam, the four closest companions of the Prophet (Peace be upon him) and the divine books. The Learners share their information and experiences with one another by carrying out different activities. The Learners will gain information about prayer and the method offering prayers, the *Suras* to be recited in the prayers, the basic knowledge of fasting, *zakat* (regular charity) and the amount of *zakat* payable and the conditions of performing Hajj (pilgrimage) In this way, they will augment their previous knowledge in this field.

Also, they will receive basic information on the four closest companions of the Prophet (pbuh). Similarly, brief information is provided to the Learners in this stage on the divine books and the Prophets (Peace be upon them) to whom these books were revealed and on the holy Koran.

Milestone 1

Activity 1: Information on the Pillars of Islam

Objective: By carrying out this activity the learners gain knowledge about the pillars of Islam such as the *kalima* (I testify that there is no God but Allah and Muhammad is His Messenger), prayer, fasting, *zakat* (regular charity), and Hajj (pilgrimage to the House of Allah). A sense of cooperation will be strengthened in the Learners.

Materials: prepared cards

Duration: 40 minutes

Repetition: Twice

Activity:

Write each pillar of Islam on a separate card and ask each one of the Learners to pick one card and think for three minutes about the pillar of Islam on her card and then explain to others what she knows about one of the pillars of Islam. If another student knows more than her, she should also share her information. If the following information is not provided by the learners, the facilitator can provide it to the learners.

Information for the Facilitator:

The first pillar of Islam is the *kalima* (I testify that there is no God but Allah and Muhammad is His Messenger). If a person says this Kalima and confirms it, he/she is considered to be a Muslim.

Prayer is the second pillar of Islam which begins with saying Allahu Akbar (Allah is the Most Great) and ends with saying Assalamu Alaikum Wa Rahmatullah (Peace and Blessings be upon you) and turning one's face to the right and then to the left. In every day and night (24 hours) five prayers are compulsory each and every adult and sane Muslim. Five prayers are offered at the following times:

1. Fajr (morning before sun rise),
2. Zuhr (afternoon),
3. Asr (late afternoon),
4. Maghrib (evening) and
5. Esha (late evening)

Fasting is the third pillar of Islam and is instructed for each and every adult and healthy Muslim.

Zakat (regular charity) is the fourth pillar of Islam which means purity and prosperity. In Sharia, it is the giving of a portion of one's wealth to the poor and deserving. Five things

are specified for the prescription of Zakat: 1. Gold, 2. Silver, 3. Camels, 4. Cows and 5. Sheep

For example, half a Mesqal Zakat is due on 20 Mesqals of gold. (One Mesqal is equal to almost five grams). Five dirhams of silver is due on 200 dirhams of silver. 200 dirhams is equal to 140 mesqals. The Zakat due on 30 cows is one calf and on 40 sheep is one sheep.

Hajj (pilgrimage): Literally, Hajj means intention and in Sharai it means pilgrimage and circumambulating the House of Allah and going to Mt. Arafat. Hajj is required by persons possessing the following characteristics:

1. Being Muslim
2. Adult
3. Sane
4. Healthy
5. Able to afford travel to and from Mecca with money enough to meet the requirements of their families until their return home.

It is also obligatory for a Muslim woman to perform Hajj, provided she is accompanied by her husband or an acceptable companion.

Milestone 1

Activity 2: Sharing Experiences and the Application of the Pillars of Islam in One's Life

Objective: By carrying out this activity the learners share their knowledge with one another and also improve the knowledge they acquired during Activity 1.

Materials: Cards on which the five pillars of Islam are written.

Duration: 40 minutes

Repetition: Twice

Activity:

Write the pillars of Islam on separate cards and ask every learner to pick up one card and explain to others how she has practiced the pillar written on the card. For example, if *prayer* is written on the card, she will explain the five prayers in the order she offers. If Hajj or Zakat is written on the card of a learner that has not performed/paid in her life, ask one of the learners who has performed Hajj or paid Zakat to explain it to the others. In the event that none of the learners has performed Hajj or paid Zakat, you (the facilitator) should give them the information and add to their information by so doing.

Milestone 1

Activity 3: Group Discussion on the Closest Companions of the Prophet (Peace be upon him)

Objective: The learners become familiar with the names of the four closest companions of the Prophet (Peace be upon him) and give a brief information on the duration of their caliphate, heroism and the services they rendered to Islam.

Duration: 40 minutes

Repetition: Twice

Activity:

Divide the learners into 3-member groups and ask each group to have a discussion about one of the closest companions: Abu Bakr Seddiq, Omar Farooq, Usman or Ali (May Allah be pleased with them.) Then the groups should get together and share their opinions with one another. Then one person, representing her group will explain the rest of their discussion. Next, the facilitator will read to the learners the following story about Hazrat Abu Bakr Seddiq and Hazrat Omar, the two closest companions of the Prophet (Peace be upon him). At the end of the activity, have the learners to ask questions from one another about the story and respond to the questions. If they have any problem in this regard, help them.

Information for the Facilitator

After the death of the Prophet of Islam (pbuh), Abu Bakr (May Allah be pleased with him), the first Caliph of Islam ascended to the position of Caliph. His name was Abdullah and the Prophet (pbuh) had given him the titles of Attiq and Seddiq. He was a trustworthy person and was called Seddiq (Truthful) thanks to his true honesty.

He was the first man to embrace Islam. He had three daughters and three sons and ruled for two and a half years. After him Hadrat Omar (May Allah be pleased with him) became the Caliph. He was a just and brave man. Having embraced Islam, he swore not to put his sword into its shield until he has eliminated the enemies of the Prophet (pbuh). He did so.

Milestone 1

Activity 4: Questions about the Companions of the Prophet (pbuh)

Objective: During this activity, the learners discuss the past lessons about Hazrat Abu Bakr and Hazrat Omar (May Allah be pleased with them) and add to their information and practice their knowledge already gained.

Materials: Questions on the closest companions of the Prophet (pbuh)

Duration: 40 minutes

Repetition: Twice

Activity: Write the following questions on separate pieces of paper. Divide the learners into 2-3 person groups and ask each group to pick up one of the pieces of paper and discuss the question. After 15 minutes, ask all the groups to get together and share their questions and answers with one another. Then ask them to write their questions and answers on a chart. Then each member of the group should read one question and its answer from the chart by taking turns. All of them should copy these questions and answers in their notebooks.

The questions:

1. Who was the first Caliph of Islam and how long did he rule?
 2. Why Abu Bakr Seddiq (May Allah be pleased with him) was called Attiq and Seddiq?
 3. Who was the first man who embraced Islam?
 4. Who was the second Caliph of Islam and what were his characteristics?
-

Milestone 1

Activity 5: Discussing and Giving Information About the Two Closest Companions of the Prophet (pbuh)

Objective: The learners will gain more detailed information about two of the Prophet's (pbuh) companions

Duration: 40 minutes

Reptilian: Twice

Activity:

Ask all the learners to talk about the second and the third closest companions of the Prophet (pbuh) in pairs and then all of the learners of this stage should get together and discuss their opinions. On behalf of all the learners, one or two persons will briefly express all the opinions. Next, the facilitator will give the information to the learners. (see below)

Then ask the learners to ask one another questions about the things they have learned from the information you have provided to them and by so doing find out how much information they have gained.

If they have any problems in this regard, help them.

At the end of the activity, give an assignment to the learners to learn a story from their family members about one of the closest companions of the Prophet (pbuh) that they know and then tell the story to the rest of the learners the following day.

Information for the facilitator

After the second Caliph, Hazrat Usman (May Allah be pleased with him) became the third Caliph of Islam. His father's name is Affan. Hazrat Usman (May Allah be pleased with him) was a pious, forbearing and modest person. During his caliphate, the holy Koran was assembled and compiled and was sent to all places. Therefore, he is known as the assembler of the Holy Koran. He devoted his wealth to the cause of Islam and the people of Afghanistan embraced Islam during his caliphate. After ruling for twelve and half years, his opponents martyred him while reciting the holy Koran.

Hazrat Ali (May Allah be pleased with him) was the fourth Caliph of Islam was called by different names such as the Lion of Allah, Haider, Ali, Murtadha and Sakhi (generous). He was the first boy who converted to Islam and was the wrestler of his time. He took part in the battles against infidels and showed great bravery. He was the son-in-law of the Prophet (pbuh).

Milestone 1

Activity 6: Identifying the Closest Companions of the Prophet (pbuh) from Their Characteristics

Objective: The Learners become more informed about the qualities of the companions of the Prophet (pbuh).

Duration: 40 minutes

Repetition: Twice

Activity:

Divide the class into two groups A and B. One group should try to remember one of the characteristics of the four Caliphs of Islam and share it with the other group. The other group should name the Caliph to whom the characteristic belongs. If the group fails to answer, one of the members of the questioning group should answer the question. The group that failed to answer the question loses one point. In this way, members of both of the groups ask one another questions and give answers. At the end of this activity, the group which has answered more questions is recognized as the winner. For example, one group mentions the following characteristics and the other group replies by saying the characteristic belongs to this or that Companion of the Prophet (pbuh).

Group A: He was forbearing, pious and modest.

Group B: Hazrat Usman (May Allah be pleased with him).

In this way, the activity continues until all the knowledge the learners have gained about the four closest Companions of the Prophet (Peace upon him) in their lessons is discussed.

Milestone 1

Activity 7: Reviewing the Main Points About the Four Closest Companions of the Prophet (pbuh)

Objective: The learners improve their knowledge of the four closest Companions of the Prophet (pbuh) and by recalling their characteristics, they write briefly at least three characteristics of each one of them on a piece of paper.

Materials: Flipchart papers

Activity:

Divide the learners of this stage into four groups so that they think over the characteristics and stories of the four closest Companions of the Prophet (pbuh) and share their views. Then the groups get together and each group briefly expresses its information to the others. At the end of the activity, each group chooses one Caliph of Islam and with the help of the facilitator writes at least three characteristics of one of the Caliphs of Islam on a flip chart and then reads it to the rest as follows:

For Example:

Abu Bakr Seddiq (May Allah be pleased with him)

1. The first closest companion of the Prophet (pbuh)
2. The first man who embraced Islam
3. Trustworthy and the truthful

Omar Farooq (May Allah be pleased with him)

- 1.
- 2.
- 3.

Hazrat Ali (May Allah be pleased with him)

- 1.
- 2.
- 3.

Hazrat Usman (May Allah be pleased with him)

- 1.
- 2.
- 3.

Milestone 1

Activity 8: Reading the Chart on the Divine Books, Asking Questions and Answering

Objective: By carrying out this activity, the learners will learn the names of the Divine Books, knowledge about the Prophets (Peace be upon them) revealed in the books and more about the Holy Koran.

Materials: The chart on Divine Books prepared by the facilitator

Duration: 40 minutes

Repetition: Twice

Activity:

Prepare a chart on the Divine Books and the Prophets (Peace be upon them) and display it before the learners so that they can read it with the help of one another. Then each one of them will make up a question and ask the others to answer. Then they share their views with the other learners. Then the facilitator will read to the learners the following information on the Holy Koran which is the Book and the Guide of all Muslims. Then he should ask the learners to write in their notebooks some important points they have learned from the information the facilitator has provided them. Divide the learners into two groups in order to further practice this lesson and ask members of the group to ask questions from one another by taking turns and answering the questions.

Information for the Facilitator

The Divine Books:

1. The Noble Koran was revealed to Muhammad (pbuh).
2. The Bible was revealed to Jesus (pbuh).
3. The Old Testament was revealed to Moses (pbuh)
4. The Psalms were revealed to David (pbuh).

The holy Koran is the last and the most perfect Divine Book which for the first time was revealed to Muhammad (pbuh) at the 27th night of Ramadhan, the month of fasting by Allah through the Arch Angel Gabriel. The holy Koran is known by different names such as Furqan, Zikr Noor, Meezan, Shifa, Haq, Hadeed and Noor (their translation respectively are as: Separator of the right from wrong, the remembrance of light, the balance, the healer, the truth, the iron and the light). This Divine Book is consisted of 114 Suras, 6,666 verses and 30 chapters.

MILESTONE 1 EVALUATION ACTIVITIES

Evaluation Activity 1:

Objective:

During this activity, the learner's level of understanding of pillars of Islam will be evaluated and determined. If successful, she can move on to the next milestone.

Teaching materials: Cards on which names of the pillars of Islam are written.

Activity:

Write on separate cards each pillar of Islam and ask each one of the learners to pick up one card and talk about it. If a learner fails to explain the pillar of Islam on the card, give her another chance to pick up another card. If she fails to answer in another activity of the evaluation given below, she should review the first milestone.

Evaluation Activity 2:

Objective:

During this activity, the extent of their knowledge about the closest Companions of the Prophet (Peace be upon him) is evaluated.

Materials: Cards on which questions on the four closest Companions of the Prophet (Peace be upon him) are written.

Activity:

Write on separate pieces of paper the questions on the four closest Companions of the Prophet (pbuh) discussed in the learning activities and put them before the learners so that each one of them can pick up a piece of paper and answer the questions.

**MILESTONE 2:
LEARNING THE FARAI DH (OBLIGATORY), SUNNAH (RECOMMENDED)
AND THE ORDER AND INVALIDATORS OF ABLUTION AND PRAYER**

Description of the Milestone:

Information is provided to the learners about the order, Sunnah, and Faraidh of ablution and on what words should be said while washing different parts of the body. Similarly, information is provided on the invalidators of ablution. The second part of this milestone provides basic information to the learners on the order of prayer, the method of its offering, the “Suras” to be recited in the prayers, invalidators of prayer and the condemned acts (Makrohat) in prayer. Likewise, the concept of Faraidh (obligatory) and Sunnah (recommended) prayers and the difference between them will be explained through different activities. And the learners are asked to share their knowledge in this respect with one another.

Milestone 2

Activity 1: Miming Performing Ablution and Talking About the Faraidh (Obligations) Of Ablution

Objective: By performing this activity, the learners learn about the order and obligations of ablution. Also, this helps strengthen their sense of cooperation with one another. Likewise, the learners will understand their mistakes in performing ablution and correct them.

Duration: 40 minutes

Repetition: Twice

Activity:

Ask one of the learners to mime performing ablution. After the miming is over, the learners should express their views about the miming. Then ask the learners to show different states of performing ablution from the beginning to the end by making drawings of each state separately. Next, one of the learners should provide information to the rest of the learners about the obligations of ablution. The facilitator listens to the explanation and corrects the mistakes if any, and reads the following information on the obligations of ablution. After reading the information, ask the learners to look again at their drawings and show the parts of the body the washing of which is obligatory. Write the letter “F” to represent Faraidh (obligatory). Looking at the drawings, ask the learners to repeat showing parts of the body the washing of which is obligatory.

Information for the Facilitator

When one intends to perform ablution, one should first of all remove all the impurities from one’s body and taking the following Faraidh (obligations) into consideration:

1. Washing the whole face from the hair growing part of the forehead to beneath the chin and from the lobe of one ear to that of the other;
2. Washing both of the forearms up to elbows and including them;
3. Passing wet hands over the the head;
4. Washing both feet up to the ankles (if the person performing ablution is wearing shoes, passing wet hands over the shoes replaces washing the feet).

Milestone 1

Activity 2: Giving Information About Ablution and Its Sunnah (recommendations)

Objective: By carrying out this activity, the learners discuss in pairs the recommendations of ablution with another and share their views. They add to their knowledge by reading from the chart about the recommendations of ablution.

Materials: The chart on which recommendations of ablution are written

Duration: 40 minutes

Repetition: Twice

Activity:

Divide the learners into pairs. One group thinks about ablution and the group thinks about its recommendations. Then all the groups share their opinions with one another and loudly say the recommendations of ablution as they have talked over them in groups. Then, display the chart of the recommendations before the learners so that every one of them reads one recommendation. And then let them ask questions from one another. At the end of the activity, one of the learners mimes performing the order or making ablution and the facilitator asks the other learners to say washing which parts of the body is recommended. If the learners can, they should write down the recommendations of ablution briefly.

Information for the Facilitator

Ablution has twelve recommendations which are explained in order as follows:

1. Intention, e.g. I intend to perform ablution so that my body is cleaned and my prayers become valid.
2. Saying the *kalima* (In the Name of Allah, the Most Compassionate, the Most Merciful)
3. Washing both hands up to the wrists
4. Rinsing the mouth three times
5. Using Siwak to rinse one's mouth
6. Putting water into the nose (washing the nose with the right hand and blowing it with the left)
7. Fingering the beard in case it is bushy
8. Passing wet hands all over the head
9. Washing the spaces between the fingers and toes (first those of the right hand, then those of the left, then the toes of the right foot and then the toes of the left foot. If a person performing ablution is wearing a ring or bracelets, he/she should move up and down.
10. Passing wet hands over the ears
11. Washing each part of the body thrice
12. Immediately washing each part of the body before the other part dries.

Milestone 2

Activity 3: Discussing the Invalidators of Ablution

Objective: The learners learn about the invalidators of ablution and their previous knowledge will be improved.

Material: The chart on which the invalidators of ablution are written (Prepared by the facilitator)

Duration: 40 minutes

Repetition: Twice

Activity:

Ask the learners to discuss invalidators of ablution in pairs and then all of them should share their opinions with one another. Explain to them the invalidators of ablution already written on the chart so that their information is enriched. In this way, add to their information on the invalidators of ablution. Then ask the learners to read with your help the information on the chart one by one.

Information for the facilitator

Invalidators of ablution:

1. Anything coming out from the private parts (penis, vagina or anus including passing wind)
2. Flowing of blood or pus from the body
3. Vomiting with full mouth except phlegm
4. Flowing blood from the mouth provided saliva does not overcome the amount of blood.
5. If a person has done ablution, and then takes a nap, if the person falls down from the wall or the pillow, then the ablution is invalidated.

Milestone 2

Activity 4: Understanding the Conditions Of Prayer and Applying Them to the Five Prayers

Objective: The learners will be able to offer prayers and learn the Faraidh (obligations) of prayer and apply them in their five prayers offered every 24 hours.

Materials: Blackboard, chalk and notebooks of the learners

Duration: 40 minutes

Repetition: Twice

Activity:

Ask one of the learners to mime performing the Fajr (Morning Prayer) in front of all the learners. She should first mime performing ablution, then spread a prayer rug and then stand and offer the prayer.

Ask the learners to say which important points should be taken consideration while praying and what things are made mandatory by Almighty Allah in order that we perform them while praying. Maybe they will answer things like, “Her clothes were clean; she was wearing a headgear, she said the intention for praying etc...” Then provide the learners with the following information on the conditions of prayer and ask one of them who has good handwriting to write your statements on the board. At the end of the activity, give time to the learners to discuss whether they observe the mentioned points while praying.

Information:

1. Faraidh (obligations) of prayer
2. Cleanliness of the body
3. Cleanliness of clothes
4. Covering the private parts
5. Facing the direction of Kaba
6. Having the attitude and intention of praying
7. Saying the first Allahu Akbar (Allah is the Most Great)
8. Being punctual with the standard time of prayers.

Milestone 2

Activity 5: Discussing the *Sunnah* (Recommended) Prayer

Objective: The learner will learn more about the recommended prayer

Duration: 40 minutes

Repetition: Twice

Activity:

List the *Sunnah* of prayer on a flip chart and display it before the learners and ask them to read the *Sunnah* on the chart one by one and discuss it with one another. Then ask them to ask you questions if they have any problems so that they can observe these *Sunnah* while praying. Give the necessary explanation to them in this regard. At the end of this activity, ask every one of the learners to make a question about the *Sunnah* of prayer and ask the other learners.

For example, one of the learners asks the other, “When do we say ‘Subhana Rabial Azim’ (All praises are to my Lord, the Supreme)?”

The recipient of the question replies, “When we are in the bowing state.” In this way, all the learners ask questions from one another and answer the questions.

Information for the Facilitator

The *Sunnah* of Prayers:

1. Raising the hands up to the lobes of ears (for men) and up to their shoulders (for women)
 2. Leaving the fingers in their own state while raising the hands
 3. Putting of hands under the naval for men and on the chest for women
 4. Putting the right hand over the left in a way that the thumb and small finger of the right hand ring around the wrist of the left hand)
 5. Quietly saying *awozu billah* (I seek refuge with Allah from Satan, the cursed) and in the Name of Allah, the Most Compassionate, the Most Merciful.
 6. Reciting *subhana kalahuma* (All praises and thanks are to Allah)
 7. Saying thrice *subhana rabial azim* (All praises are to my Lord, the Supreme)
 8. Saying thrice *subhana rabial aallah* (All praises are to my Lord, the High)
 9. Saying *durud* and making supplication in the last sitting (Invoking Allah to shower His mercy on His Prophet (Peace be upon him and his progeny)
 10. Turning one’s face to the right and then to the left
-

Milestone 2

Activity 6: Identifying The Invalidators, Faraidh and Sunnah of Prayer

Objective: The learners will learn about the difference between Faraidh and Sunnah so that they can observe them during prayer and about the invalidators of prayer the prayer is performed properly.

Materials: Chart on *Faraidh, Sunnah* and invalidators of prayer written out of order
(Prepared by the facilitator)

Duration: 40 minutes

Repetition: Twice

Activity:

Make a scrambled list of Faraidh, Sunnah and invalidators of prayer on a large sheet of paper as shown below and display it before the learners.

Ask the learners to read the list carefully and each one of them take part in the activity. Put the letter “F” by the sentences which are about the Faraidh of prayer and put the letter “S” by the sentences which are about the Sunnah of prayer and put the letter “I” by the sentences which are about the invalidator of prayer. Help them if need be. Then ask them to cut the sentences and then paste them on a sheet of paper in the correct order of Faraidh, Sunnah and invalidators of prayer and then read them in order.

Information for the facilitator

The scrambled list of Faraidh, Sunnah and Invalidators of Prayer:

1. Saying *Durud* and making supplication in the last sitting
2. Intention of praying
3. Clearing the throat without any excuse
4. Eating something while praying though mistakenly
5. Bursting into laughter
6. Cleanliness of the body, clothes and the first *Takbir* (Saying Allahu Akbar)
7. Setting in of the prayer time
8. Covering the private parts
9. Putting of hands under the naval for men and over the chest for women.

Milestone 2

Activity 7: Miming Performing Prayer and Expressing Opinions About It

Objective: The learners will learn the invalidators of prayer and observe them while offering prayers.

Materials: A chart on which invalidators of prayer are written (prepared by the facilitator)

Duration: 40 minutes

Repetition: Twice

Activity:

Write the following invalidators of prayer on a chart and divide the learners into 2-3 person groups. Put the chart before them so that they can read the chart with the help of one another and talk over the invalidators of prayer. If they have any questions, they will ask you. Then choose two of the learners to perform a role play about performing prayers. Ask one of them to offer the Asr prayer in the role of Jamila and ask another to play in the role Jamila's maternal cousin named Karima. Karima comes to their home and sees Jamila praying.

“Hello Jamila Jan,” says Karima.

Jamila responds while praying.

Karima says, “Perform your prayer. I am here until you finish your prayer.” Jamila is reciting Athayat and then moves the chewing gum around in her mouth.

Karima says, “Do you remember our chat yesterday?”

While praying, Jamila laughs and begins the second Raka. In this way, she several times does things in her prayer that lead to invalidating prayers. At the last stage of the prayer, Jamila makes supplications as follows and finishes her prayer:

“O God, give us a house.”

“O God, make us wealthy and help my brothers get good jobs.”

Then ask the learners to say which things the role players observed and which they did not. And in this way, draw the attention of the learners to the mistakes they might make while praying.

Information for the facilitator

List of prayer invalidators:

1. Speaking in prayer though mistakenly
2. Turning one's face intentionally in prayer
3. Answering greetings

4. Clearing one's throat without any justification
5. Invoking Allah for property, wealth, wife, children etc...
6. Saying Yarhamakallah (Bless you) to the sneezing person
7. Eating in prayer though mistakenly
8. Swallowing something bigger than a pea stuck between one's teeth
9. Bursting into laughter
10. Doing something thrice which is not part of the prayer (Amali Kaseer)

Milestone 2

Activity 8: Representing Different Stages of Prayer

Objective: During this activity, the learners show different stages of prayer by arranging pictures of those stages.

Materials: pictures of stages of prayer

Duration: 40 minutes

Repetition: None

Activity:

Mix up the pictures of different stages of prayer before the learners and ask them to arrange the pictures and number them in order. Then they should write the Faraidh and Sunnah of prayer on the flip chart with the help of one another and talk over them.

MILESTONE 2 EVALUATION ACTIVITIES

Evaluation Activity 1: Explaining the Stages of Ablution and Prayer, Using Pictures

Objective: During this activity, the learners will be evaluated whether they have properly learned the essentials of prayer and ablution.

Materials: Pictures of different stages of ablution and prayer that the learners have drawn during their learning activities

Activity:

Put the pictures of various stages of ablution and prayer before the learners who drew them during their learning activities. Ask them to describe the pictures in order of performing ablution and the stages of prayer in order to complete two Rakas of prayer.

Evaluation Activity 2: Question and Answer

Objective: The learners' knowledge of Faraidh, Sunnah and invalidators of prayer and ablution will be evaluated.

Materials: Small question cards on ablution and prayer (Prepared by the facilitator)

Activity:

Write questions about the invalidators, Faraidh and Sunnah of prayer and ablution and put them in front of the learners. Ask the learner to pick up a card and provide information on what is on the card.

Criteria: If a learner makes more than three mistakes in both of the evaluation activities, she should review all the activities of the second stage so that she can acquire the required knowledge.

**MILESTONE 3:
RECITING SHORT CHAPTERS OF THE KORAN**

Description of the Milestone:

During the milestone, the learners will learn short chapters (*sorahs*) such as Fateha, Ekhlās, Alfalaq, Alnaas, Alkferoon, Alfeel. In different activities they will memorize it as well as recite the interpretation of the Fateha, Alekhlās.

Milestone 3

Activity 1: The Activity Of the Ball Made of Paper and Reciting Short Sorahs

Objective: The learners will practice reciting those short Sorahs that they have memorized before, as well as learning and memorizing a new Sorah

Materials: A ball made of paper and *Qaiede Baghdadi* books

Duration: 40 min

Repetitions: 2 times

Activity:

Instruct the learners to make a ball from paper and then they should throw it to each other. Anyone who catches the ball should begin reciting a Sorah that she knows.

Take this process forward and many learners should fulfill the activity then divide the learners into two groups and distribute a *Qaiede Baghdadi* to each group specifying a short Sorah for them to memorize and recite it in collaboration of each other.

The facilitator should observe the groups and correct their mistakes.

Call three or four learners to recite. Any of the groups that can read it well must be encouraged.

Milestone 3

Activity 2:Memorizing the Sorahs According to Cards

Objective: this activity will capable the learners to memorize short *sorahs* such as Ekhlas, Fateha and Char Qul and recite it to the rest.

Materials: Cards on which the above-mentioned Sorahs are read, prepared by the facilitator.

Duration: 40 Min

Repetition: 2 times

Activity

Write the names of the Sorahs as Fateha, Ekhlas, Alnas, Alfalaq, Alkaferoon on small pieces of paper and put them in front of the learners. Tell each learner to pick up one and recite the Sorah written on it.

If any of the learners could not recite it, the facilitator asks another learner who can recite it easily to help her. In the same way all the students should take part in the activity by exchanging the cards between them and repeat the activity again and they should correct their mistakes and memorize the Sorahs.

Milestone 3

Activity 3: Memorizing the Short Sorahs by Groups

Objective: The learners will learn the memorization of Alfateha, Ekhlash, Alnas, Alfalaq, Alkaferoon Sorahs.

Duration: 40 Min

Repetition: 2 times

Activity

Let the learners think well which verse they do not understand correctly, and then ask another student to recite the same verse to the class whom she knows it correctly, then the second learner should repeat it. In this way all the learners should take part in the activity. If they have had problems you (facilitator) should help them. After that, divide the learners into two groups and instruct the first group to ask the short Sorahs from the second group and on the contrary the second group should ask it from the first group. Any of the groups which recites the Sorahs correctly would be announced the winner.

Milestone 3

Activity 4: Reading the Interpretation of Ekhlas and Fateha Sorahs From Cards

Objective: In this activity the learners will know and understand the interpretation of Fateha and Ekhlas Sorahs and they will learn what the god has said the prophet in these holy Sorahs.

Materials: the interpretation of Fateha and Ekhlas Sorahs written on cards (prepared by the facilitator)

Duration: 40 Min

Repetition: 2 times

Activity:

Write the interpretation of *Fateha* and *Ekhlas Sorahs* on flipchart paper and instruct the learners to sit in a circle.

Pick up one paper and ask the learner to recite the *Sorah* correctly. The learner who has the interpretation in her hand should read it and you (facilitator) will help the learner in reading.

This continues to the last learner, where one takes a paper on which the Sorah is written and the other one reads the interpretation.

At the end they should copy the interpretation of Sorahs in their notebooks.

Milestone 3

Activity 5: Memorization and Repetition of the Sorahs Which Are Recited in the Prayers

Objective: In this activity the learners repeat and practice the Sorahs (Fateha, Ekhlās, Alnas, Alfalaq) which are recited in praying and they will learn to recite it correctly.

Duration: 40 min

Repetition: 2 times

Activity:

Ask the learners to recite one the Sorahs five times praying silently.

Then each one should say which Sorahs they recited.

If some of the learners recite some Sorahs that one or few of the learners may not understand and instead they recite other Sorahs they should be asked to teach the new Sorahs to the others and they should repeat it few times till they have learnt them correctly.

At the end anyone who has learnt a new Sorah should recite it aloud.

Milestone 3

Activity 6: Guessing the Name of Sorahs From their Interpretation

Objective: during this activity the learners will compare the interpretation of those Sorahs which they have learnt with the Sorah itself, by this they will learn the Sorahs and the interpretation correctly and they would practice more in learning the interpretation of the Sorahs.

Materials: the chart of the interpretation of Fateha and Ekhlās Sorahs prepares by the facilitator in advance

Duration: 40 Min

Repetition: once

Activity:

Write the interpretation of Ekhlās and Fateha Sorahs on charts and distribute them to the learners to read and think about it for three minutes. Then they should guess the name of the Sorahs being interpreted. Anyone who know the answer should recite that Sorah aloud.

If she has a problem in reading, the facilitator should read it and ask the learners to copy it in their notebooks.

Information for the Facilitator

The interpretation of the Sorah (Alfateha)

Praise be to Allah who is the lord of both universes, he is beneficent and extremely kind he is the lord of the doomsday and thou we expect the help from, guide us on the right path the path of those you have bestowed to them neither the way of those you have angered on nor the way of misled.

The interpretation of the Sorah (Ekhlās)

Say that god is unique in essence and description, he is complete of having every thing (he doesn't need anything), has not born and neither he has been born from and no one is equal to him.

Milestone 3

Activity 7: Reciting the Sorahs from Charts

Objective: In this activity the learners find Alfateha, Ekhlal, Alnas, Alfalaq, Alkaferoon, Alfeel Sorahs in a diagram and they practice the recitation of the Sorahs to learn them much better.

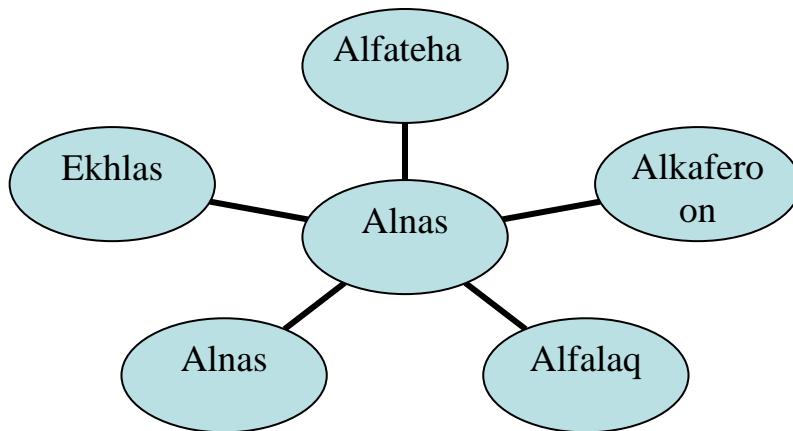
Materials: A chart drawn as following by the facilitator

Activity

Write the names of the formerly recited Sorahs on the chart in a circle and number each Sorah 1-6.

Guide the learners to sit in a circle. The learners should number themselves from 1 to 6. Each person should draw a circle around the *sorah* with her number, and read the *sorah*.

For example, if Farida's number is 1 she should recite Sorah number 1 which is the Alfateha Sorah. In this way all learners take part, and you (facilitator) listen to them and help them if needed.



EVALUATION ACTIVITY FOR MILESTONE 3

Objective: The learners will be evaluated if they have learnt the Sorahs correctly

Materials: cards on which questions are prepared by the facilitator

Evaluation Activity

On separate cards, write the names of those Sorahs which the learners have learnt before. Ask the learners to pick up a card and recite the Sorah which is written on it.

**MILESTONE 4:
MEMORIZATION OF *SHASH KALIMA* (THE SIX HOLY CREEDS OF FAITH)**

Description of the Milestone:

In this milestone the Learners gain information about the *Shash Kalima* (Six Holy Creeds of Faith) and their interpretations, as well as the proper reading and memorization of *Shash Kalima*. Being Muslim members of the society, the Learners will then help others know how to use the *Shash Kalima* for more guidance.

Milestone 4

Activity 1: Why Do We Say the *Kalima* (creeds of faith)?

Objective: The Learners will learn why we say the *Kalima*, the goal of saying the *Kalima* and about teaching it to other Muslims .

Materials: learners' books, flip chart and marker.

Activity:

Write the following questions on sheets of papers and distribute them to the learners. They will think about the questions individually and write their opinions in their notebooks then they will share it with each other. Each learner expresses her opinion and at the end they will write the key points of their discussion on the flip chart. They will match it with the reason to declare the *Kalima* they had written in their books.

Questions:

How many *Kalimas* (creeds of faith) are there in Islam?The first pillar of Islam is *Kalmia-e-Taieba* (the holy creed of faith).

Why do we declare the *Kalima*?

Note for the Facilitator:

The first pillar of Islam are the *Kalima* and the six are:

- 1-*Kalima Taieba* (the holy creed)
- 2-*Kalima Shahadat* (certificatory creed)
- 3-*Kalima Tamjeed* (complementary creed)
- 4- *Kalima Tawheed* (creed of harmony)
- 5- *Kalima Astaghfaar* (creed of dependence)
- 6- *Kalima Rad-e-Kokr* (creed of refutation of infidelity).

Kalima Taieba is the first pillar of Islam. By uttering it (*There is no God but God, and Mohammad is His messenger*) a person becomes a Muslim; it means that anyone who utters it with their tongue and certifies it by their heart will be faithful.

Kalima-e Shahadat:

I confess that the God is the one to be worshipped; He is unique and I confess that Mohammad is His messenger.

By saying this, we confess that God is unique and when we declare it we obey all the Islamic norms, follow God's all orders and we believe that God is unique in existence and we accept that no one deserves to be worshipped but God. He is the long-lasting Lord of existence and Islam is the best of all religions, why? Because the first and the last messenger is Mohammad among all God's messengers and as long as Muslims are alive, they will follow these orders.

Milestone 4

Activity 2: Repetition of Three Holy Kalimas

Objective: The learners will repeat the holy Kalimas in order to memorize them properly. They should also learn the interpretation of the first and second Kalimas correctly.

Materials: *Qaeid-e- Baghdadi* (A book of how to recite the Holy Koran), chart of *Kalimas (Taieba, Shahadat and Tamjeed)*

Duration: 40 minutes

Repetition: twice

Activity:

Arrange the learners in groups to read the Kalimas silently for ten minutes from *Qaeid-e- Baghdadi* then give them a task to read the first, second and the third Kalimas in order to check for mistakes. If it difficult reading for someone who is weak, when finished ask another learner to repeat it, or the previous learner should repeat it.

At the end, one of the learners calls the name of a classmate and says the first letter of one of the Kalimas and that learner should read the Kalima that begins with the given letter. For example, Jamila says: “Hassina, T!” and Hassina reads the *Tamjeed Kalima* then Hassina says, “Rahima- Sh!” And Rahima reads the *Shahadat Kalima*. In this way the activity continues as a chain. After that each of the learners writes the interpretation of the first and second *Kalimas* in their notebooks and discusses them. If any mistakes occur, refer to the holy *Kalimas* and their related interpretations in the Learner’s Book.

Note for the Facilitator:

1. Interpretation of *Kalima-e- Taieba (creed of faith):*

“God is unique and one, no one should be worshiped but God, and Mohammad is His messenger”

2. Interpretation of *Kalima-e-Shahadat (certificatory creed):*

“I confess that the God is the one to be worshiped, He is unique and I confess that Mohammad is His messenger”

3. Interpretation of *Kalima-e-Tamjeed (complementary creed)*

“Chastity resides in God, all praises and eulogies are to God, no one merits to be worshipped but God and He is the most great. There are no scarcities in God’s existence. He is to be worshipped, he is the most great over all the universes and He is the powerful one for the believers.”

Milestone 4

Activity 3: To Be Able To Read and Memorize Kalima-e-Tamjeed (complementary creed)

Objective: The learners read the holy *Kalimas* from chart carefully and are to memorize *Kalima-e Tamjeed*.

Materials: the chart that shows the *Shash Kalima*

Duration: 40 minutes

Repetition: twice

Activity:

After ten minutes reading from *Qaied-e-Baghdadi*, ask one of the learners to read one of the holy *Kalimas* and the other learners will say which *Kalima* this is and if someone named the Kalima incorrectly, she will read another Kalima herself. For example, one of the learners reads *Kalima-e-Tamjeed* and asks Rahima, "Which Kalima is this?" If Rahima answers correctly she will repeat the same Kalima but if answered incorrectly, she will read another Kalima or the facilitator will offer the name of one the holy Kalimas for that learner to read. If she made mistakes in reading, the facilitator helps her or she will use the chart in order to read the Kalima correctly and each of the learners repeats the interpretations of the Kalimas and discusses them.

Milestone 4

Activity 4: Repetition of Kalimas

Objective: To read, recite and memorize the holy *Kalimas* of *Tawheed*, *Tamjeed*, *Taieba* and *Shahadat*.

Materials: chart of *Shash Kalima* and their interpretation/translation in the Learner's Book.

Duration: 40 minutes

Repetition: twice

Activity:

Instruct the learners to read the first holy *Kalima* (*Taieba*). The second selected learner repeats the first *Kalima* and reads the second one, in this way the third learner repeats the first and the second *Kalimas* and reads the third *Kalima* then the fourth and the fifth learners go on... They first read the *Kalimas* from the chart and when memorized they will repeat them again.

At the end they only write the names of *Shash Kalimas* in their notebooks and they will discuss the meaning and exegesis in line with the related text in their books. The facilitator helps the learners in repeating *Kalima-e-Tawheed* to be read properly and to copy the interpretations from chart to their notebooks.

Note for the Facilitator:

Translation/interpretation of *Kalima-e-Tawheed*:

“No one should be worshipped but God, He is unique in existence. The sovereignty of all universes is reserved for Him. All praises and eulogies are to Him. The gift of life and death is in His power, He is everlasting, will never die and He is the Lord of greatness and grandeur.”

Milestone 4

Activity 5: Arranging of *Tawheed* and *Tamjeed Kalimas*

Objective: Memorization of *Tawheed* and *Tamjeed Kalimas*.

Materials: *Qaied-e-Baghdadi* and cards with sections of the *Tawheed* and *Tamjeed Kalimas* written on them

Duration: 40 minutes

No repetition

Activity:

Separate the text of *Tawheed* and *Tamjeed Kalimas* and write them on separate sheets of papers as shown below. Present the parts of one of the *Kalimas* to the first group and the parts of the other *Kalima* to the second group, then ask the learners to arrange them in the main structure. A representative from each group should read the arranged *Kalima*, asking the opposite group what *Kalima* it is. In this way the members of both of the groups read the *Kalimas* as well repeating and memorizing them.

[Translator’s note: The following cards show the separated parts of *Tawheed* and *Tamjeed Kalimas* in transliterated English words on separate cards.]

<i>Wa la elaha</i>	<i>Ela la</i>	<i>Wa lahawla</i>	<i>Wa la ho</i>	<i>akbar</i>	<i>Ali aon</i>
<i>Sobahan alla</i>	<i>Wa alhamdo lellah</i>	<i>Wa la qoowat</i>	<i>Ela bela he</i>	<i>azim</i>	

Example in English:

Original text:

“Chastity resides in God, all praises and eulogies are to God, no one merits to be worshipped but God and He is the most great. There are no scarcities in God’s existence. He is to be worshipped, He is the most great over all the universes and He is the powerful one for the believers.”

Some parts of the text, decomposed to be put in order:

<i>He is the most great</i>	<i>He is to be worshipped</i>	<i>Chastity</i>	<i>He is the most great.</i>
<i>resides in God</i>	<i>resides in God</i>	<i>for the believers</i>	<i>all praises</i>

Milestone 4

Activity 6: Reading of the Holy *Kalimas* Contest

Objective: The learners will read and memorize *Tawheed* and *Astaghfaar Kalimas* in groups and they will present them individually cooperating each other and a discussion about the theme of the *Kalimas* in Dari (or Pushto).

Materials: the chart of *Shash Kalima* and information in the Learner's Book.

Duration: 40 minutes

No repetition

Activity:

Select *Astaghfaar* and *Tamjeed Kalimas* from the chart asking the learners to read the *Kalimas* carefully three times. If they have trouble reading, give them 10 minutes to practice reading silently.

Then arrange the learners in two groups and give each group a *Kalima* to be repeated by group members for memorization. A learner from group A calls a learner from group B and a learner from group B calls someone from group A to read their *Kalima*. The group that reads the other group's *Kalima* without making a mistake is the winner.

The facilitator controls the process and at the end the whole classroom recites *Astaghfaar Kalima* individually and they read the interpretation of the *Kalima* from their books. At the end the learners list the gifts of God bestowed to humans and they discuss what we are obliged to do, having been given these gifts by God. As we are Muslims, we must always obey Islam, worship God, recite the Koran and do prayers. In addition, we are responsible for not doing *Haram* (prohibited) things such as backbiting, being unkind with people,, etc.

Note for the Facilitator:

Translation/interpretation of *Astaghfaar Kalima*:

“Oh God! You are my Lord, no one deserves to be worshiped but You, and You created me. I am your servant and I am faithful to You to the extent of my ability. I take refuge in You from committing evil actions. I certify that Your gifts have been bestowed to me and I confess wrong actions and sins. Exonerate me since there is no other exonerator but You.

Milestone 4

Activity 7: Reading the *Shash Kalima*

Objective: Learners will be able to read the holy *Kalimas* in order and rejoining of the various parts of *Kalima-e-Rad-e-Kofr* for its better arrangement and memorization as well as its meaning.

Materials: starting letter of *Kalimas* chart and separated words of *Rad-e-Kofr* and *Astaghfaar Kalimas*.

Duration: 40 minutes

Repetition: twice

Activity:

Write the starting letters of each holy *Kalima* on small cards and put them in front of the learners to pick each one by turn. They should read the *Kalima* that begins with the letter in her card. For example, Jamila picks the card that has the letter (R) so she reads the *Rad-e-Kofr Kalima* and the whole group repeats it. Then the learners repeat the *Kalimas* from the first to the last and from the last to the first.

Finally separate *Astaghfaar* and *Rad-e-Kofr Kalimas* into parts (words) and put them in front of the learners arrange in two groups. The first group arranges and then posts the fifth *Kalima* and the second group the sixth *Kalima* on the chart. The group that finishes the task first is the winner. Then the learners read and repeat the translation of *Rad-e-Kofr* and *Astaghfaar Kalimas* from the book. Ask them to remember the meaning of *Kalima-e-Rad-e-Kofr*, and think about if they have practiced the subjects mentioned in the *Kalima* in their lives. For example, have they kept away from lying, backbiting and making false accusations, or not? Ask them why God does not approve of the above mentioned matters. How can we avoid them, and what is the advantage of avoiding such behavior in life?

Note for the Facilitator:

Translation/Interpretation of *Kalima-e-Rad-e-Kofr*:

“Oh God! I take refuge in you. If I think of another companion to you and if I committed the sin that has been cause of ignorance literately I beg for your mercy. I am repentant and I abhor infidelity, polytheism, lying, backbiting, shamelessness, false accusation and all sins. I am obedient and I confess that no one deserves to be worshipped but You the Lord.”

Milestone 4

Activity 8: Take and Read it

Objective: The *Shash Kalima* will be repeated by the learners in a competitive manner and will be memorized by the learners so they will know the meaning of each *Kalima* and will be able to discuss about it.

Materials: Learner's Book and the chart of *Shash Kalima*

Duration: 40 minutes

Repetition: twice

Activity:

Arrange the learners in groups and write the names of the *Kalimas* on separate pieces of paper putting them in front of the learners.

Each group takes a sheet and reads the *Kalima* indicated by the name from the sheet, asks the other group to read its translation, then change the action between the groups. All the learners should take part in reading the *Kalimas* by making sentences.

EVALUATION ACTIVITIES FOR MILESTONE 4

Evaluation Activity 1:

Ask the learners to read the *Shash Kalima* individually.

Criteria: The Learners can go on to the next milestone if they make less than 5 mistakes when reciting each *Kalima*.

Evaluation Activity 2:

Using the chart of *Shash Kalima*, put the starting letter of each of the *Kalimas* in front of the learners. Ask them to find the *Kalima* that matches with the letter given, and read and interpret it.

**MILESTONE 5:
HOLY WORDS (*HADITHS*) OF THE PROPHET MOHAMMAD (PBUH)**

Description of the Milestone:

This milestone is about the character of the prophet Mohammad (PBUH) and his holy words (Hadiths). The objective is for the learners is to read and adhere to the Hadiths in their daily life. They will be able to get information from the instructions of the prophet (PBUH) about various aspects of life such as honesty, proper bringing up of children, avoiding lies, avoiding using other people's property without asking, education for women, peace and reconciliation as well some other subjects that will improve their life.

Through teaching this milestone, the Learners will be prepared to find more Hadiths from other books available in their houses and share it with classmates. Not only should the learners read the Hadiths and their interpretation, but they should also discuss and think about it, and consider if they have adhered to them in their daily life. If yes, what results have they seen? It is quite clear that if our daily affairs and activities are done under the pious guidance of the Prophet (PBUH), we will be prosperous in this world and the world hereafter.

Milestone 5

Activity 1: The Personality of the Prophet Mohammad (PBUH)

Objective: The learners will gain knowledge about the personality of the Prophet Mohammad (PBUH).

Materials: board and chalk.

Activity:

Ask the learners to talk about the personality of the prophet Mohammad (PBUH) in pairs, asking each other questions such as: When was he born? Where was he born? Who were his parents? When did his parents die? How did he begin his prophesy? Whom did he marry? And so on... When their discussions finish, the facilitator asks the learners to share the results of their discussion one by one and the facilitator summarizes it on the board.

After that, the learners are asked to refer to the page in their learner book where there is information about the prophet Mohammad (PBUH). Some of the learners should read it in order to see which information was missed in their talks but is contained in the text. If their information is more than what the book contains, they should write it in their notebooks.

For the Facilitator:

The prophet's name is Mohammad (PBUH), his father's name was Abdullah, his grandfather's name was Abdul Motaleb and his mother's name was Amina. The Prophet had not been born when his father died away. The night he was born, three hundred pillars broke down in Kassra's palace, a palace made by unbelievers. Fires were lit in fire worshiper's temples; it was a glorious bright night. From the very moment he was born, he was stamped with the sign of prophesy on his back. When he was four his mother died so his grandfather Abdul Motaleb took responsibility to bring him up. When he was eight his grandfather died, and his uncle took responsibility to raise him. He was unique in honesty and faithfulness, he was tolerant, humble, just, patient and gentle. Everyone adored him for his character and he was called Amin (trustee) for his honesty and trustworthiness. The prophet Mohammad (PBUH) is the most respected as well the first and the last in prophesy. When he was 40 he began to prophesy and he was 63 when died.

Milestone 5

Activity 2: The Hadith (Holy Words) of the Prophet

Objective: During this stage the learners will get information about faithfulness, lying, aggression, good temper, sincerity and justice, and a feeling of justice and faithfulness will be developed in them.

Materials: cards

Duration: 40 minutes

Repetition: Twice

Activity:

Write the following Hadiths of the prophet (PBUH) on a flip chart clearly and legibly and put it in front of the learners. Distribute two or three Hadiths to each group to read and interpret their meaning. Present real examples and stories about each one to the learners. The learners should discuss some consequences of what happens if they do not follow the Hadiths accordingly. How can we take steps to practice the Hadiths? After that each learner presents her work results to the classroom.

For the Facilitator:

1. The real and faithful Muslim is the one whom other Muslims are assured of his/her hand and his/her words.
2. To take the belongings of others without their agreement and permission is prohibited.
3. Avoid lying.
4. To harm others is prohibited but if someone is harmed, it is better to be patient and not to take revenge.
5. Treachery and lies are not allowed by Islam, and being true to the religion is more worthy than any other achievements in someone's life.
6. Do not think some of your children are superior and others inferior.
7. Advise each other to treat women well and for their goodness.
8. Anyone having daughters should treat them in the right way, endeavor in their education, in that way they will help their parents to be sure of going to heaven.

Milestone 5

Activity 3: Expressing One's Life Experiences and Comparing with the Prophet's (PBUH) Hadiths

Objective: During this stage the learners compare their life experiences with the prophet's (PBUH him) Hadiths and will learn how to adhere to the Hadiths in order to be prosperous in both worlds.

Materials: separate cards on which the Hadiths are written.

Duration: 40 minutes

Repetition: twice

Activity:

Write the following Hadiths on separate pieces of paper and put them in front of the learners, then arrange them in pairs. Each of the groups takes a card and matches it with one of their life experiences, then they all share their experiences with each other. At the end, one of the learners on behalf of other groups presents a life experience that matches one of the three mentioned Hadiths and the other learners discuss it.

1. If there is a suitor for your daughter and if you notice that he is faithful and has good morality then agree to his request for the marriage contract with your daughter.
2. Respecting elders is the same as respecting God.
3. A good believer is someone who has good morals and treats his wife in the best way.

After that ask the learners to answer the following questions:

1. What characteristics and morality should a suitor have so that you agree to his marriage contract with your daughter?
2. In your opinion, what characteristics are considered to be good? List them and tell how you treat your husband. Why? And how does he act in response to you?

Milestone 5

Activity 4: Expressing the Prophet's (PBUH) Hadiths from the Text

Objective: To gain information about the rights of neighbors, about science, goodness and faithfulness, and their feelings towards philanthropism, science and faithfulness will be strengthened.

Materials: separate pieces of paper

Duration: 40 minutes

Reputation: once

Activity:

Write different words such as neighbor, science, beneficent and unfaithfulness on separate sheets of papers and put them upside down in front of the learners in order to be picked up one by one in turn. The learner should say a Hadith about the word she chooses that she has learnt in past lessons. After that the whole classroom will discuss about it then they will write the Hadith on papers helping each other in pairs.

At the end present the following text to the learners and instruct them to read it and underline the Hadiths in the text.

Text:

Najeeba and Rahela were telling stories to each other while they worked on their embroidery. Someone knocked on the door and Najeeba opened the door. There was the postman bringing her letter from her spouse. She received the letter and took it to Rahela to read for her, but Rahela also could not read the letter. Being embarrassed, Najeeba did not show the letter to anyone and kept it.

After a month her spouse returned home and he asked Najeeba: "Are you prepared for the wedding party?" "I do not know anything about it," Najeeba said.

"I told you to be prepared for the wedding party through the letter I sent to you!" her husband said.

"But I cannot read!" Najeeba said.

"You are right. If you had practiced the prophet's (PBUH) Hadith, you would not have remained uneducated! The prophet (PBUH him) said: 'Each man and woman is obliged to seek knowledge.' "

Question: Why is each man and women obliged to seek knowledge? How can we practice the Hadith of the prophet (PBUH him) in our lives?

Milestone 5

Activity 5: Answering Questions and Discussion About the Hadiths of the Prophet (PBUH)

Objective: To consider questions of the Hadiths individually, and to raise their awareness of being cooperative, seeking knowledge and being trustworthy.

Materials: a chart with Hadiths written on it

Duration: 40 minutes

Repetition: twice

Activity:

Ask the learners to silently read the list of Hadiths provided in their books and if questions arise they should ask you. Then the learners are to answer the questions in their book and if they have any specific questions related to the Hadiths that they have already learnt or is in the list, they should ask.

List of Hadiths:

1. Each man and woman is obliged to seek knowledge.
2. Those who are not trustworthy, they have a deficiency from the point of view of faithfulness. The people trust on someone who is trustworthy and is respected everywhere.
3. One of the signs of a hypocrite is being untruthful; those who are untruthful lack faith and no one will help them or like them.
4. Those who believe in God and the Day of Judgment are benefactors and never harms others.
5. “Should we tell you what to do? What can bring more reward than fasting, praying and giving Zakat (regular charity)?” “Yes! You are most welcome, oh God’s messenger.” The audience replied. The Prophet added: “ To encourage people to bring peace and reconciliation among themselves polishes the religion, and hostility and disagreement ruin the religion. Thus then try to bring peace among people.”
6. Backbiting means to talk wrongly in the absence of someone who is not here to defend him/herself; it makes people unsatisfied. Anyone who preserves the dignity and grace of a Muslim brother/sister, on the Day of Judgment God will save him/her from fire. Behave as a stranger and a traveler in your life.

Questions:

1. Why should we be kind to our neighbors and not to harm them?
2. Can both women and men get education?
3. Should faithful people treat another’s belongings carelessly? Why?
4. Why shall we bring peace and reconciliation among people and what is the advantage?
5. Is backbiting allowed in Islam?

Milestone 5

Activity 6: Playing Roles

Objective: to learn more Hadiths that will benefit the blessing in their life and also to learn about philanthropic actions

Duration: 40 minutes

No repetition

Activity:

The learners carry out a role play according to the following text during which they will note the Hadiths of the prophet (PBUH). In the end they express what they have learnt.

Subject for the Role Play:

Shakila is a housewife; she has three daughters and a son. Recently, she had another girl but she does not care for her children properly. Her husband is unsatisfied for she has not brought up the children properly and also because she has given birth to too many girls.

One day, Jamila, Shakila's neice, comes to her house to express her congratulations over something. Shakila's husband complains that his son is naughty and harasses the neighbors. Shakila also complains that her husband does not let the girls to go to school. Jamila herself is attending the Learning for Life course because she has learnt that the prophet (PBUH) said: "Each man and woman is obliged to get education," and she claims that she has also learnt much things about how to bring the children up appropriately some other things. So she advises them and asks Shakila's husband to allow Shakila to enroll in the Learning for Life course, as will letting their girls to go to school.

Milestone 5

Activity 7: Questions and Answers About Hadiths

Objective: to learn the Hadiths about prohibition of jealousy, breaking of relations and other negative practices in daily life.

Materials: questions and flip chart

Duration: 40 minutes

No repetition

Activity:

Ask the learners if they have ever fought with anyone and broken off relations for some time. Each of the learners should share experiences to others and discuss about it and how it feels to have a feeling of hostility against someone or sever relations with someone. When they have shared their experiences and stories ask them to read Ziagul's story provided in their book. After that they should copy the holy Hadith included in the story to their notebooks. After they have heard the holy Hadith they should consider their own situations and decide if they themselves want to reconcile with friends that they have broken off with, and if not, why not?

At the end, if the learners remember some other Hadiths related to the above-mentioned aspects, they should share it with others and the whole classroom may note them in their notebooks.

A Story about Breaking off the Relationship:

Ziagul is a good woman and a Muslim woman. She used to carry out her tasks on time and she used to reserve time for praying. She used to treat her children well and help them in their lessons. Her husband loved her very much for having good morals.

One day she quarreled with her nephew over some matter, and she felt disappointed. Some days later her nephew wanted to reconcile with her but Ziagul refused. Some time later both of them were invited to a party but still Ziagul did not want to talk to him. Ziagul's sister-in-law learnt that Ziagul was angry with her nephew, so she came over to Ziagul and advised her that her behavior was not good and she told her the Hadith of the prophet that instructs: "Do not be enemy of each other, do not have a feeling of hostility and do not break off with each other, oh servants of God! Be brothers one to each other and it is not lawful to any Muslim to break off and not to talk to someone for more than three days." Thus she asked Ziagul to reconcile with her nephew, unless it would harm her personality. Why? Because God does not adore someone who breaks off for more than three days and does not talk with a Muslim sister or brother.

When Ziagul heard the holy Hadith, she went over to her nephew and reconciled with him.

The Holy Hadiths

- Narrated from Abu Horaira (May God be pleased with him) : “Any time the prophet (PBUH) was sneezing, he used to put his hand or some cloth on his mouth uttering *Alhamdalelah* (praise be to God). In this way he would make less noise. This Hadith signals that there is a need to be polite in meetings and when sneezing we should keep our mouth covered by hand or a piece of cloth in order to prevent any moisture and splutters spreading around and we should utter *Alhamdalelah* (praise be to God) during sneezing.
- Narrated from Abu Mossa (God may be pleased with him) that I heard the prophet (PBUH) saying that: “If any of you at any time sneeze uttering *Alhamdalelah* (praise be to God), you tell him/her *Yarhamakullah* (may God bestow his mercy to you) but if he did not sneeze, do not say it to him/her.
- Narrated from Abu Mossa (God may be pleased with him) that he said: “I asked, ‘Oh messenger of God! Who is the best Muslim?’ ‘The one who does not harm other Muslims by hand or by tongue!’ ”

Interpretation of the Verses of the Holy Koran:

- God says that “You are not allowed to backbite about others. Do any of you like to eat a dead brother’s meat? Then hate it (the action) and be frightened of God, since God is only merciful to those who are repentant and kind.”
- It is narrated that the prophet (PBUH) said: “Anyone who safeguards the dignity and grace of a Muslim brother, God will save him from fire.” If backbiting had taken place, the words should be taken back, if the backbiting was not prevented.
- Narrated from Abdullah Ibn-e Omar that the prophet (PBUH) said: “There are four characteristics that if they are together in someone’s personality, he is a terrible hypocrite. If someone has one of these four characteristics, s/he is considered to be a hypocrite until he/she gives it up: “if someone is considered to be truthful but he/she betrays and speaks but lies, if someone is cheating and if someone says scurrilous words to someone he is fighting with.”

About Prohibition of Hostility and Breaking off Relationship

- Narrated from Annas (God be pleased with him) that the prophet (PBUH) said: “Do not be enemies to each other and do not have a feeling of hostility and do not break off with each other or turn your back to others, and oh God’s servants, be brothers to each other and no Muslim is allowed to sever relations for more than three days after a quarrel, argument or fighting.”

Prohibition of Hostility:

- Narrated from Abu Horaira (God may be pleased with him) he said that the prophet (PBUH) said: “Keep yourselves away from hostility. Why? It swallows righteousness as the fire swallows wood.”
- It is narrated from Abu Horaira (God may be pleased with him) that the prophet (PBUH) said: “There are two characteristics in people that indicate infidelity and ignorance: the first one is disrespecting one’s ancestors and the second one is grieving over someone’s death.”

Activity 8: Practicing the Hadiths in Life and Expressing Experiences

Objective: To share life experiences that relate with the Hadiths and express positive aspects to others

Materials: list of Hadiths

Activity:

Instruct the learners to read the holy Hadiths in their books and think which ones they have practiced in their life, what did they gain from them, and if they have acted in contrary, what was the result? Each of the learners should match one of the holy Hadiths to her life experiences and present it to others. After that they copy the holy Hadiths to their notebooks. At the end each of the learners adds at least two Hadiths about other aspects of life to the list.

The List of the Holy Hadiths:

- To visit sick people is like taking a walk in the precincts and gardens of Paradise till he finishes the visit.
- There are three signs for someone to be identified as a hypocrite: if he tells lie, does not keep promises and does not return borrowed belongings. Believers are those who return what they have been entrusted with, and fulfill their promises.
- God rewards a thankful servant. Anyone who does not thank others for their goodness will not thank the God for His gifts. Anyone who regards the goodness of others and thanks them is likely to have thanked God.
- The best of you are those who have good characteristics.
- It is narrated from Abu Horaira (may God be pleased with him) that the Prophet (PBUH) said: “Keep away from hostility. Why? It swallows the goodness as the fire swallows the wood.”

EVALUATION ACTIVITY FOR MILESTONE 5

Evaluation Activity 1:

Write words such as *offspring, goodness, proper bringing up of children, having good behavior with neighbors* on separate pieces of papers and put upside down in front of the learner. She will pick up the sheets and talk about it in turn, especially related to Holy Hadiths.

Criterion:

If the learners could not answer picking up a card, let them pick one more card or two but if they could not answer one of three cards, they will remain in this stage.