



Islam

About this unit

This is a whole-term unit containing 12 lessons, with the first six lessons focusing on the beliefs that many Muslims hold, and the following six lessons looking at 'belonging' in the Islamic faith.

As part of this unit of work, it will be necessary to visit a mosque and invite in a visitor from the Muslim community. If it is impossible to visit a mosque in your locality, use an online virtual tour.

Learning within this unit will be enhanced if examples of artefacts are available for pupils to experience.

Prior learning: Although there may not have been systematic teaching on Islam before this unit, pupils should have studied rites of passage within Islam and Muslim views of creation.

Lesson length: The lessons are designed to last approximately 75 minutes.

Expectations

At the end of this unit most children will:

- Be able to understand the effect that teaching from sacred text has on the way a Muslim may choose to behave.
- Be able to recognise the key beliefs of Islam and explain the effect those beliefs have on the life of a Muslim.
- Be able to explain the main uses, roles and parts

of a mosque, and compare them to other places of worship they have studied.

- Be able to explain the religious expression and beliefs shown through festival, fasting and pilgrimage.
- Be able to express their own views, commitments, beliefs and responsibilities.

Some children will have made less progress and will:

- Be able to discuss and re-tell some Islamic stories.
- Be able to describe some ways in which Muslims express their beliefs.
- Be able to use religious vocabulary to describe parts of the mosque.
- Be able to respond to questions about their own lifestyle and beliefs in comparison to those studied in the unit.

Some children will have progressed further and will:

- Be able to explain similarities and differences between the Qur'an and another sacred text studied.
- Be able to compare key beliefs in two religions.
- Be able to identify the communities that they belong to and express what makes them feel they belong.
- Be able to explain and contrast different religions' views – and their own – on charity.

Links with other areas of the curriculum

PSHE or parts of a history topic could reflect on people who are respected and why. Further work on the different communities that the children participate in could be studied in PSHE.

Islamic calligraphy could be completed as an artwork project using either the Shahadah or the name of the Prophet (pbuh).

Thinking skills strategies, such as the mystery strategy used in lessons 2, 9 and 11 can be used in

other subject areas such as geography, history and science. The fact or opinion strategy used in lesson 4 can also be used successfully in other curriculum areas. It would be particularly helpful for assessing evidence within history.

Report writing within the literacy curriculum would support the encyclopaedia entry task in lesson 5.

More time could be spent on the creative aspect of lesson 7 if links were made with the design and technology curriculum.

There are clear links between the Hajj and the geography curriculum as children could spend time looking where the pilgrimage takes place.

If a visitor is invited in as part of lesson 10, time could be spent in literacy developing questioning skills, perhaps encouraging the use of open questions.

The idea of truth in print could be explored in PSHE and literacy. Time could be spent studying the idea that what is written in newspapers is opinion and that sometimes the media get the facts wrong. The same idea of different points of view and truth can be explored through the history curriculum.

Unit vocabulary

Ablutions, Adhan, Allah, Arabic, belief, calligraphy, charity, devil, du'a, equality, fact, fasting, forgiveness, Hadith, Hafiz, Hajj, idols, Id-ul-Adha, Id-ul-Fitr, Imam, Islam, jihad, Ka'bah, madrasa, Makkah, masjid, meditation, mihrab, minaret, Minbar, mosque, muezzin, Muslim, neighbour, opinion, oppressed, persecution, pilgrim, pilgrimage, Prophet Muhammad (pbuh), Qiblah wall, Qur'an, Ramadan, recitation, revelation, sacrifice, salah, Salat al-Jumuah, sawm, self-defence, self-denial, Shahadah, striving, submission, Sunnah, Surah, temptation, ummah, vengeance, wuzu, zakah

Computing opportunities

www.jannah.com

This site contains video and audio clips and translations of the Qur'an. There is also a downloadable PowerPoint presentation on prayer.

www.religiousstudies.co.uk or
www.channel4.com/culture/microsites/H/hajj/index.html

For pictures and virtual tours of Hajj sites.

Google Earth is a good way to locate Hajj and appreciate the size of the Great Mosque in which the Ka'bah is found. Search for Makkah, Saudi Arabia and look for the large white area of the mosque.

www.cleo.net.uk

For video clips of wuzu and salah.

Unit resources

Images

- **CD Image Gallery, page 5:** 'The five pillars of Islam'
- **CD Image Gallery, page 6:** 'Features of a mosque'
- **CD Image Gallery, page 7:** 'Hajj'
- **CD Image Gallery, page 8:** 'The school family' (pictures of Samina and Hanif)
- Access to the Internet for images of a mosque and images of Hajj

Books

- Copy of the Qur'an
- Copy of the Bible
- Access to the Internet for a virtual tour of a mosque (<http://re-xs.ucsm.ac.uk/re/places/>)
- Access to the Internet for a virtual Hajj (www.religiousstudies.co.uk or www.channel4.com/culture/microsites/H/hajj/index.html)

Music/audiovisual

- Audio clip of a child describing how he uses and learns from the Qur'an (CD-ROM)

Artefacts

- Arabic copy of the Qur'an covered in a cloth
- Bible
- Qur'an stand

General resources

- **Resource sheet 1:** 'The placing of the Black Stone'
- **Resource sheet 2:** 'The thirsty camel'
- **Resource sheet 3:** 'The woman at the gates of Makkah'
- **Resource sheet 4:** 'The Prophet Muhammad (pbuh)'
- **Resource sheet 5:** 'Bilal mystery cards' (enough for one set per group)
- **Resource sheet 6:** 'Five pillars'
- **Resource sheet 7:** 'Fact or opinion?'
- **Resource sheet 8:** 'Prayer'
- **Resource sheet 9:** 'The revelation of the Qur'an'
- Bowl of water and towel
- **Resource sheet 10:** 'Quotations'
- Digital camera (optional)
- Paper, card and other materials for making the model of the mosque
- Writing, drawing and modelling materials
- A large bin
- **Resource sheet 11:** 'Zakah mystery cards'
- **Resource sheet 12:** 'Who should help Sumara?'
- **Resource sheet 13:** 'Ramadan'
- **Resource sheet 14:** 'Id-ul-Fitr'
- Arranged visit from a Muslim speaker
- **Resource sheet 15:** 'Should Ahmed go to war?'
- **Resource sheet:** 'Jihad'
- Background information on the two children
- Access to computers and email
- **Resource sheet 17:** 'Islam assessment'

Islam

Lesson:	Learning objectives:	Religious Education Council Requirements	Activities	Success Criteria	Assessment questions	Cross-curricular links:
1 The final prophet of Islam	<ul style="list-style-type: none"> To understand the importance of the Prophet Muhammad (pbuh) to Muslims. 	A1, A2, A3	<ul style="list-style-type: none"> Share the Shahadah with the class and discuss what it shows about Muhammad (pbuh). Tell the story of the Black Stone. Share information about the Prophet's life and get the children to write a character description of Muhammad (pbuh) for an Islamic website. 	<p>Learning about:</p> <ul style="list-style-type: none"> Pupils will be able to describe some of the characteristics of Prophet Muhammad (pbuh) and explain why Muslims respect him. 	<ul style="list-style-type: none"> Why is the Prophet Muhammad (pbuh) important to Muslims? In the plenary discussion can pupils explain why Muslims show respect to Prophet Muhammad (pbuh)? 	<p>PSHE or history: people who are respected and why. Art: the Shahadah or the name of the Prophet could be written and decorated using Islamic calligraphy.</p>
2 The Bilal mystery	<ul style="list-style-type: none"> To know and understand that the Muslim belief in one God is very important. 	A1, A2, A3, B3	<ul style="list-style-type: none"> Introduce the class to the mystery question: 'What made Bilal shout "There is no God but Allah"?' Divide the class into groups and hand out the mystery cards. Encourage them to discuss and categorise the cards to come up with a plausible answer to the question. 	<ul style="list-style-type: none"> Pupils have explained why Bilal and all other Muslims are so committed to the belief in one God. 	<ul style="list-style-type: none"> What made Bilal shout, "There is no God but Allah"? Do pupils understand some of the key Islamic beliefs about Allah? 	<p>Geography, history and science: these subject areas could also make use of thinking skills such as the mystery strategy.</p>
3 The five pillars of Islam	<p>Learning about:</p> <ul style="list-style-type: none"> To know and understand the main beliefs of Islam and to consider the effect these beliefs have on the life of a Muslim. <p>Learning from:</p> <ul style="list-style-type: none"> To reflect on what the main beliefs are that support their own life. 	A1, A2, A3, B1, B3, C2	<ul style="list-style-type: none"> Discuss what the five pillars of Islam might be. Why has the metaphor of the pillars been used? Share information on the five pillars. Pupils use a writing frame to show their knowledge of the five pillars and share their ideas of the 'pillars' that affect their own lives. 	<p>Learning about:</p> <ul style="list-style-type: none"> Pupils will be able to recount the five pillars of Islam and explain the effect following these beliefs will have on the life of a Muslim. <p>Learning from:</p> <ul style="list-style-type: none"> Pupils will be able to explain their own beliefs and how holding these beliefs affects their lives. 	<ul style="list-style-type: none"> What are the five pillars of Islam? Do pupils understand each of the five pillars and are they able to suggest a similar commitment in their own lives? 	<p>PSHE: opportunities to discuss the people who help us make decisions about how we live our lives.</p>
4 Islamic prayer	<p>Learning about:</p> <ul style="list-style-type: none"> To understand the importance of regular prayer in a Muslim's life; and to understand the beliefs that teach the importance of regular prayer. <p>Learning from:</p> <ul style="list-style-type: none"> To understand that what is truth to one religion, may be considered to be an opinion to another group of people. 	A1, A2, A3, B1, B3, C2	<ul style="list-style-type: none"> Discuss Islamic daily prayer and show the class the video clips of wuzu and the prayer positions. Discuss why people pray. Complete the fact or opinion exercise on prayer in Islam. Complete sentence starters on what they have learnt about prayer. 	<p>Learning about:</p> <ul style="list-style-type: none"> Pupils will be able to explain the importance of prayer in the life of a Muslim and discuss how prayer improves the life of a Muslim. <p>Learning from:</p> <ul style="list-style-type: none"> Pupils will have considered facts and opinions about prayers and be able to express their own views about how different people might categorise beliefs. 	<ul style="list-style-type: none"> Why do Muslims pray? Do pupils have a clear understanding of the significance of prayer to a Muslim? 	<p>History: using the fact or opinion strategy to assess historical evidence.</p>

Islam

Lesson:	Learning objectives:	Religious Education Council Requirements	Activities	Success Criteria	Assessment questions	Cross-curricular links:
5 The Qur'an	<ul style="list-style-type: none"> To understand that the Qur'an is the main source of guidance for Muslims and to explore the part it has in their daily lives. To compare the Qur'an with other sacred texts. 	A2, A3, B3, C2	<ul style="list-style-type: none"> Read the story of the revelation of the Qur'an. Wash hands and then show the class the Qur'an, discussing its use and importance for Muslims. Pupils write an encyclopaedia entry on the importance of the Qur'an. Compare the Qur'an and the Bible. 	<ul style="list-style-type: none"> Pupils will be able to explain why the Qur'an is an important source of guidance to Muslims and explain the part it plays in their everyday lives. Pupils will be able to list similarities and differences between the Qur'an and another sacred text studied. 	<ul style="list-style-type: none"> How was the Qur'an revealed? How are sacred texts important to believers? Can pupils note a number of similarities and differences between two sacred texts? 	<p>Literacy: this work would be enhanced if it was completed at the same time as report writing within the literacy curriculum.</p>
6 Good advice	<p>Learning about:</p> <ul style="list-style-type: none"> To consider why people follow the guidance of the Qur'an and how the advice is relevant today. <p>Learning from:</p> <ul style="list-style-type: none"> To reflect on the texts, books and advice that have influenced their own lives. 	A2, A3, B3, C2, C1, C3	<ul style="list-style-type: none"> Study and discuss quotes from the Qur'an and commandments from Surah 17. Pupils choose from the following: <ol style="list-style-type: none"> Freeze-frame a situation in which a Muslim might find it difficult to keep one of the commandments. Draw and annotate a picture of what it might be like if everyone kept the commandments from Surah 17. Write about what it would be like if everyone kept one of the commandments from Surah 17. People consider what gives them guidance. 	<p>Learning about:</p> <ul style="list-style-type: none"> Pupils will be able to explain how a particular piece of the Qur'an is relevant to Muslims today. <p>Learning from:</p> <ul style="list-style-type: none"> Pupils will be able to describe one text, book or piece of advice that has influenced or inspired them and explain why it is important to them. 	<ul style="list-style-type: none"> How does the Qur'an give guidance to Muslims? Do pupils understand the way that the Qur'an's teachings affect a Muslim's behaviour? 	<p>History and citizenship: the 'wise words' work could be extended into these curriculum areas.</p>
7 A mosque	<ul style="list-style-type: none"> To understand the different features of a mosque and their purpose and significance. To compare the mosque to other places of worship. 	A1, A2, A3, B1, B3, C2	<ul style="list-style-type: none"> Complete a virtual tour of a mosque. In groups, people construct the different parts of a mosque and use them to create a model. Discuss the main uses of a mosque. This lesson should be followed by a visit to a mosque. 	<ul style="list-style-type: none"> Pupils will be able to explain the main uses of a mosque and compare those uses to those of other places of worship. 	<ul style="list-style-type: none"> What is the mosque used for? Can pupils make comparisons between a mosque and one or two other places of worship? 	<p>Design and technology: model making.</p>

Lesson:	Learning objectives:	Religious Education Council Requirements	Activities	Success Criteria	Assessment questions	Cross-curricular links:
8 Hajj	<p>Learning about:</p> <ul style="list-style-type: none"> To learn about and understand the different parts of the Hajj journey and experience. <p>Learning from:</p> <ul style="list-style-type: none"> To choose something to reflect upon if given a special time to think about life and beliefs. 	A1, A2, A3, B1, B3, C1, C2	<ul style="list-style-type: none"> Use the photographs of Hajj to discuss the symbolic actions that happen during Hajj. Pupils draw, write or model the evil they would like to drive out of the world. 	<p>Learning about:</p> <ul style="list-style-type: none"> Pupils will have described some of the main parts of the Hajj experience and the meaning behind them. <p>Learning from:</p> <ul style="list-style-type: none"> Pupils will have reflected upon what evil they would like to drive out of the world. 	<ul style="list-style-type: none"> What does Hajj mean to Muslims? Can pupils justify what they would like to drive out of the world? 	<p>Geography: locating the pilgrimage.</p> <p>PSHE: belonging to different communities.</p>
9 What is zakah?	<p>Learning about:</p> <ul style="list-style-type: none"> To understand the Muslim idea of zakah, how it affects the life of a Muslim and whether the idea is shared by other religions. <p>Learning from:</p> <ul style="list-style-type: none"> To consider personal views about charity and think about how those views will affect how they live in the future. 	A1, A2, A3, B1, B3, C2	<ul style="list-style-type: none"> Introduce the class to the mystery question: 'Who should help Sumara?' Divide the class into groups and hand out the mystery cards. Encourage them to discuss and categorise the cards to come up with a plausible answer to the question. Provide sentence starters on who is responsible for helping Sumara and what pupils do to support charity. 	<p>Learning about:</p> <ul style="list-style-type: none"> Pupils will be able to explain what zakah is, why it is given, and comment on another religion's view of charity. <p>Learning from:</p> <ul style="list-style-type: none"> Pupils will be able to explain what they think about giving to charity and whether and in what way they will support their community with charity now and in the future. 	<ul style="list-style-type: none"> What is zakah? What is a Muslim's responsibility to the ummah? What are pupils' own views on charity? 	<p>Geography, history and science: thinking skills strategies.</p> <p>Citizenship: fund-raising or giving time to support a community area or charity.</p>
10 Fasting and feasting	<p>Learning about:</p> <ul style="list-style-type: none"> To learn why Muslims fast during Ramadan and the main features of the festival of Id-ul-Fitr. <p>Learning from:</p> <ul style="list-style-type: none"> To compare the themes of self-denial in Ramadan and community, charity and celebration in Id-ul-Fitr, with events in their own lives. 	A1, A2, A3, B1, B2, B3, C2	<ul style="list-style-type: none"> Half the class read information on Ramadan and half on Id-ul-Fitr, then enjoy the information to the other half. Pupils prepare questions for a visitor. Visiting Muslim speaker talks to class. Pupils create mind maps on either Ramadan or Id-ul-Fitr. 	<p>Learning about:</p> <ul style="list-style-type: none"> Pupils will be able to explain the meaning of Ramadan and the festival of Id-ul-Fitr. <p>Learning from:</p> <ul style="list-style-type: none"> Pupils will be able to give examples in their own lives of when they have denied themselves something, and they will have explored their own community, charity and celebratory experiences. 	<ul style="list-style-type: none"> Why do Muslims fast? What would you ask a visitor from the Muslim community about fasting? 	<p>Literacy: developing questioning skills and encouraging the use of open questions.</p>

Islam

Lesson:	Learning objectives:	Religious Education Council Requirements	Activities	Success Criteria	Assessment questions	Cross-curricular links:
11 Should Ahmed go to war?	<p>Learning about:</p> <ul style="list-style-type: none"> To explore the meaning of the word 'jihad' and how this idea might affect the life of a Muslim. <p>Learning from:</p> <ul style="list-style-type: none"> To consider what pupils' own jihad might be. 	A1, A2, A3, B1, B2, B3, C1, C2	<ul style="list-style-type: none"> Explore the children's understanding of the term 'jihad'. Use the mystery strategy technique to answer the question: 'Should Ahmed go to war?' Pupils consider what their own jihad might be. 	<p>Learning about:</p> <ul style="list-style-type: none"> Pupils will be able to explain some of the meanings of the word 'jihad', and give some examples of what a Muslim might think of as their personal 'jihad'. <p>Learning from:</p> <ul style="list-style-type: none"> Pupils will be able to explain how they might create a jihad in their own lives. 	<ul style="list-style-type: none"> Should Ahmed go to war? Do pupils have a fuller understanding of jihad? 	<p>PSE and Literacy: how the media present information. History: the idea of different points of view.</p>
12 Learning from Islam	<p>Learning about:</p> <ul style="list-style-type: none"> To construct questions to and answers from a Muslim girl or boy about their beliefs, practices and lifestyle choices. <p>Learning from:</p> <ul style="list-style-type: none"> To consider their own ideas about lifestyle and beliefs. 	A1, A2, A3, B1, B3, C2, C3	<ul style="list-style-type: none"> Draw up a class mind map on Islam. Pupils write questions to a Muslim child and write the answers they think the child would give. 	<p>Learning about:</p> <ul style="list-style-type: none"> Pupils will have written an appropriate set of questions to and answers from a Muslim child displaying their understanding of the religion of Islam and how it affects the lives of its believers. <p>Learning from:</p> <ul style="list-style-type: none"> Pupils will have responded to two questions with information about their own beliefs and lifestyle. 	<ul style="list-style-type: none"> What do I know about and what have I learnt from Islam? Can pupils ask and respond appropriately to questions about Islam? Do they show understanding of belief and practice? 	<p>Computing: the use of e-mails. Literacy: developing questioning skills and encouraging the use of open questions.</p>



Lesson 1 The final prophet of Islam

The big picture

This lesson introduces the final prophet of Islam, Muhammad (peace be upon him). Islam has many prophets, seven of whom are referred to as the 'great prophets': Adam, Nuh (Noah), Ibrahim (Abraham), Musa (Moses), Dawud (David), Isa (Jesus) and Muhammad (pbuh). You will notice that many of these prophets, with slightly different sounding names, are also found in Christianity and Judaism.

Whenever the Prophet Muhammad's (pbuh) name is written or said it is reverential to say or write afterwards 'peace be upon him'.

Prophet Muhammad (pbuh) was born in Makkah (Mecca) in 571 CE. Muhammad's (pbuh) mother died when he was six years old, his father having died before he was born. He was brought up by his grandfather and later by an uncle. He married his employer Khadijah. She was impressed by his honesty and strength of character. Prophet Muhammad (pbuh) became unhappy with the religion he saw around him and so he often used to retreat to Cave Hira on Mount Noor near Makkah. This was where he received the first revelations of the Qur'an from the Angel Jibril (Gabriel). He then began to preach about worshipping one God, Allah. He condemned greed and preached about justice and kindness.

Learning objective

- To understand the importance of the Prophet Muhammad (pbuh) to Muslims.

Success criteria

Learning about:

- Pupils will be able to describe some of the characteristics of Prophet Muhammad (pbuh) and explain why Muslims respect him.

Religious Education Council Requirements

A1, A2, A3

Resources

- Resource sheet 1:** 'The placing of the Black Stone'
- Resource sheet 2:** 'The thirsty camel'
- Resource sheet 3:** 'The woman at the gates of Makkah'
- Resource sheet 4:** 'The Prophet Muhammad (pbuh)'

Vocabulary

Allah, calligraphy, Islam, Ka'bah, Muslim, Prophet Muhammad (pbuh), Shahadah, Sunnah

Key questions ?

Why is the Prophet Muhammad (pbuh) important to Muslims?

Why do Muslims show respect to Muhammad (pbuh)?

Introduction

Introduce the learning objective: 'Today we are going to find out why Prophet Muhammad (pbuh) was such an important person and what it is that makes Muslims respect him.'

Write the Shahadah on the board: 'There is no God except Allah and Muhammad is the Messenger of Allah'.

Explain that this is one of the main beliefs of Islam. What do people think it shows about the importance of Prophet Muhammad (pbuh)?

Activities

Stimulus

Explain to the class that there are many prophets in Islam, some of whom are also prophets within Judaism and Christianity. The final prophet of Islam is the Prophet Muhammad (pbuh). Tell them that there are many stories about the Prophet (pbuh) and all of them tell us something about his character and the positive characteristics he showed.

Read the story of the placing of the Black Stone (**Resource sheet 1**). After people have heard the story, ask them to discuss it with a partner and answer the following questions:

Key questions ?

What was Muhammad (pbuh) teaching the people at the Ka'bah?

Was this good advice? Why?

What does this story teach us about the character of Muhammad (pbuh)?

After discussing responses take the cards from **Resource sheets 2, 3 and 4** and put one set of cards on each table. Explain that two sets of cards tell a story of the Prophet Muhammad (pbuh), and the other set has facts about the Prophet's (pbuh) life. Give each table about five minutes with each set of cards. Ask them to order the story cards and note down on a whiteboard any characteristics of Muhammad (pbuh) that are shown. Ask them to order the fact cards and note down on a whiteboard any important facts or characteristics of the Prophet (pbuh). Bring the class together and discuss what they think they know about the Prophet (pbuh).

Response

Explain to the class that they are going to create a character description of the Prophet Muhammad (pbuh) which would be suitable to be placed on a website about Islam.

As a class, come up with a template including space for certain facts about the Prophet (pbuh) but leaving a larger space for writing about his characteristics. Some people in the class might find it useful to use this form of words:

'I know the Prophet was... because...'

Discuss whether it would be appropriate to put a picture of Muhammad (pbuh) on the profile. If people are unsure about this, explain to them that Islam does not allow drawings of people, particularly the prophets or Allah. As an alternative, Muslims decorate books and buildings with calligraphy (beautiful handwriting).

Plenary

Share some of the character profiles as a whole class, looking at how it is understandable that Muslims think Prophet Muhammad (pbuh) was such an important person.

Explain that Prophet Muhammad (pbuh) is not worshipped by Muslims, but he is respected for his importance to Islam and his exemplary character. Worship is reserved for Allah – the Muslim word for God. Does anyone in the class know any of the ways in which Muslims show respect for Muhammad (pbuh)? The following ideas could be shared with the class:

- Saying 'peace be upon him' every time his name is mentioned.
- Trying to follow the good characteristics he showed.
- Learning more about his life.
- Trying to do things that he would have done in life. This is known as following the Sunnah.

Ask people to think of someone they respect and discuss that person with a partner. Why do they respect them? How do they show their respect?

Differentiation

(By resources) anyone who finds it difficult to set out work could be given a writing frame to type or write their work into.

(By support) a small group of pupils who find this task too challenging could work with you acting as scribe to create a group copy of the profile.

Extension

More able people will be expected to justify their answers more fully with reference to the information they have been given in the lesson. They could also be given access to further information from books or websites, allowing them to create more detailed profiles.



Name: _____

Date: _____

The placing of the Black Stone

It was about 605 CE and some parts of the material around the outside of the Ka'bah caught fire. This building was a holy place that had been in Makkah for hundreds of years. Part of the building was badly damaged. The rains came and the building was further damaged by the water.

The people of Makkah were upset that this revered building was damaged and so worked together to rebuild it. The citizens of Makkah donated what they could to ensure that their building was brought back to its former glory. Others who were able also donated their time and their skills by labouring and completing building work on the Ka'bah.

Muhammad (pbuh) donated his time and energy and worked so hard that he damaged his shoulder. One day the workers had reached a key point in the rebuilding. It was time to replace the Black Stone. The Black Stone

was thought to have been brought to Makkah by Abraham and his son and was therefore of real significance.

The clans of the city argued long and hard about who should have the undoubted honour of replacing the stone. Eventually after much discussion the clans agreed that the next person to arrive would solve the dilemma. It was at this point that Muhammad (pbuh) arrived at the Ka'bah.

Muhammad (pbuh), although he was not known as a prophet at this time, was well respected and was referred to by some as Al-Amin (the honest). Muhammad (pbuh) took his cloak and the Black Stone was laid on it. He asked all the clan chiefs to hold the edges of the cloak and raise it, and then he placed the Black Stone in its corner position with his own hands.

Muhammad (pbuh) had shown his wisdom.



Name: _____

Date: _____

The thirsty camel

<p>The camel was crying because it was tethered to a post in the hot sun without anything to drink.</p>	<p>Out of the shade of the biggest tree in the garden stepped a man, who was not thirsty or hot.</p>
<p>By stroking him and standing with him quietly, Prophet Muhammad (pbuh) calmed the camel down. From then on the camel owner treated all of Allah's creatures with the care and respect they deserved.</p>	<p>The camel owner was ashamed. He had only been thinking about his own comfort, whilst his camel had been suffering. He had even upset the Prophet Muhammad (pbuh).</p>
<p>Prophet Muhammad (pbuh) found that the noise came from a very sad camel.</p>	<p>Prophet Muhammad (pbuh) was walking in a garden in Madinah when he heard a strange noise. It sounded like someone was crying.</p>
<p>Prophet Muhammad (pbuh) spoke quietly to the man reminding him that the camel was one of Allah's creatures. The camel worked hard for the man but he was not looking after it.</p>	<p>Prophet Muhammad (pbuh) became very angry. How dare someone treat the poor camel in this way? He searched for the owner, shouting loudly, 'Who owns this camel?'</p>



Name: _____

Date: _____

The woman at the gates of Makkah

<p>‘People are mesmerised by him and no one can change their minds. Even slaves who have been tortured and beaten follow him,’ explained the woman.</p> <p>The man agreed that some terrible things were happening in Makkah.</p>	<p>The man greeted her and offered to carry some of her bags. The woman was pleased to be helped but explained that he wouldn’t want to help her because she was going a long way to the next city. The man said he would still carry her bags for her.</p>
<p>‘My name is Muhammad and I pray to Allah,’ replied the man.</p>	<p>As they walked the woman explained that this was why she was leaving Makkah before she fell under the spell of this man.</p>
<p>Suddenly he saw a woman bustling out of the city gates. She was heavily laden with many bags.</p>	<p>‘Why are you leaving Makkah?’ he asked the woman.</p> <p>The woman explained that there was a man called Muhammad, making people follow a new religion, worshipping Allah and casting out all the idols they had worshipped before.</p>
<p>At last the woman turned to the man and said, ‘If only there were more kind people like you in Makkah then I wouldn’t have to leave. I’d take your advice. What is your name?’</p>	<p>There was once a man who sat at the gates into the city of Makkah. His face showed kindness but it also showed lines of sadness and tiredness.</p>
<p>‘Well,’ exclaimed the woman, ‘there is only one thing left to do.’</p> <p>‘What is that?’</p> <p>‘Would you kindly pick up my bags and carry them back to Makkah with me!’</p>	



Name: _____

Date: _____

The Prophet Muhammad (pbuh)

<p>Eventually they returned to Makkah.</p>	<p>Prophet Muhammad (pbuh) preached that there is no God but Allah. Many people came to hear his message.</p>
<p>The authorities found his power threatening so in 622 CE he left Makkah with his followers and went to Madinah (Medina). This is known as the Hijrah.</p>	<p>The Prophet Muhammad (pbuh) was born in Makkah (Mecca) in 570 CE.</p>
<p>Prophet Muhammad (pbuh) spent a lot of time in deep thought at cave Hira.</p>	<p>For many years he continued to receive these messages from Allah.</p>
<p>After his return to Makkah he was considered to be the final true Prophet of God (pbuh).</p>	<p>Prophet Muhammad (pbuh) died in 632 CE.</p>
<p>One night he was meditating in a cave and the Angel Jibril came to him and ordered him to recite. He immediately began to recite words which he understood came directly from Allah.</p> <p>This happened in 610 CE.</p>	



Lesson 2 The Bilal mystery

The big picture

The belief in one God is one of the essential beliefs of Islam. The Shahadah, as introduced in the last lesson, states: 'There is no God except Allah, Muhammad is the Messenger of Allah.' This lesson explores how important this belief is to Muslims.

The character of Bilal is introduced in this lesson. He was a contemporary of the Prophet Muhammad (pbuh), who went on to become the first muezzin, the person who stands at the top of the minaret and calls people to worship five times a day.

Within this lesson a thinking skills strategy will be used called 'mysteries'. It encourages people to classify, speculate, argue and justify. The class is presented with a dilemma or mystery to solve. Groups are given clues in the form of pieces of information which are usually on cards so they can be moved around and manipulated easily. One of the most important aspects of a mystery activity is the debrief, when people discuss what – and more importantly how – they have learnt. In a mystery activity there isn't one specific right answer; some answers are simply more plausible than others.

Learning objective

- To know and understand that the Muslim belief in one God is very important.

Success criteria

- Pupils have explained why Bilal and all other Muslims are so committed to the belief in one God.

Religious Education Council Requirements

A1, A2, A3, B3

Resources

- Resource sheet 5:** 'Bilal mystery cards' (enough for one set per group)

Vocabulary

Adhan, Allah, idols, Ka'bah, minaret, muezzin, Qur'an

Key questions ?

What made Bilal shout, 'There is no God but Allah'?
What are some of the key Islamic beliefs about Allah?

Introduction

Explain to the class that the strategy they are going to use today is a little different from their normal way of learning. Discussion will be even more important than usual and a lot of time will be spent talking in groups. Listening to other people will be an important way of learning today.

Introduce the learning objective: 'In this lesson you are going to be detectives solving a mystery about one of the most important beliefs in Islam. By the end of the lesson you will be able to explain why Muslims believe there is only one God.'

Activities

Stimulus

Divide the class into groups of four. Make sure the groups have a mix of abilities as some people may need help with reading the information cards. Hand out one set of Bilal mystery cards (from **Resource sheet 5**) to each of the groups.

Explain that you want them to read through the cards and discuss in their groups what the different information is telling them. If necessary you could read through the cards with them or go around supporting the reading. Some of the phrases and quotes on the cards are likely to need explaining.

Response

Ask the class to sort through the cards, discussing in their groups what they can find out. After about five minutes stop them and ask them to explain what they think they have learnt. Allow them to describe the ways they have worked, organised and sorted the pieces of information. Ask them to explain their thoughts and mirror appropriate language. For example:

- ‘How have you categorised or sorted the information?’
- ‘Why do you think this information is important?’

Introduce the mystery question to the class: ‘What made Bilal shout, “There is no God but Allah”?’

Explain that they have to organise the pieces of information to help them come up with a justified answer to the mystery. Give them about 25 minutes to work with the pieces of information and come up with their answer to the mystery.

During the working time you will probably find it necessary to interrupt them and share some of the strategies and ideas from the other groups.

If they are all struggling, explain that some of the cards make up a story.

A useful way to sort the cards is into three piles:

1. an ordered telling of the story of Bilal, the first muezzin;
2. quotes about Allah;

3. the Adhan, the call to prayer.

This is not the only way to sort the information, but you may need to give out some clues if they are struggling with the material. It doesn't matter that the class does not know the name of the prayers and characters; these can be introduced in the discussion afterwards.

Stop the class and ask them to share any answers they have to the question: ‘What made Bilal shout “There is no God but Allah”?’ Ask each group to explain their answer and the way they came up with it.

During this time take the opportunity to praise groups who worked collaboratively, even if they weren't the ones who came up with the most plausible answer. People could then record their answers and their methods of working in their RE books.

Explain that the Adhan is the call to prayer. Ensure everyone is familiar with the story of Bilal.

- Umaya was a merchant selling idols in Makkah. Umaya treated his slaves badly because slaves were cheap.
- Bilal was a hardworking slave who tried to be loyal to his master.
- Umaya ordered Bilal to strike one of the companions of the Prophet Muhammad (pbuh). He believed a slave would always obey him.
- Bilal dropped the whip and was punished for disobeying his master.
- Bilal had accepted the religion that Muhammad (pbuh) taught, but his master brought him outside in the hottest part of the day saying, ‘You will stay here until you die or deny Muhammad's teachings’.
- Bilal lay in the hot sun shouting, ‘One God! One God!’ He had a marvellous strong voice.
- Eventually Abu Bakr, a friend of the Prophet Muhammad (pbuh), heard Bilal shouting and rescued him by buying him from Umaya.
- Bilal was chosen to be the first muezzin. He stood at the top of the Ka'bah calling the people to worship.

Plenary

Discuss the different ways that the groups worked and establish which they found to be the most successful for them. Ask them to record in their books why they liked, or did not like, working in this way. The following sentence starter might help them:

- 'I liked working like this today because...'

Use language like 'discussion', 'arguing' and 'classifying' to help people frame their answers.

Differentiation

(By organisation) ensure less able readers are placed into a group of four with good readers who are able to provide support.

(By task) less able readers could be given the story in simplified language. They could also have the information shortened and put on to fewer cards for them to manipulate.

Extension

More able people could be asked to find further quotes from secondary sources that would support their findings.



Name: _____

Date: _____

Bilal mystery cards

<p>Umaya ordered Bilal to strike one of the companions of the Prophet Muhammad (pbuh). He believed a slave would always obey him.</p>	<p>Bilal was chosen to be the first muezzin. He stood at the top of the Ka'bah calling the people to worship.</p>
<p>'Allah! There is none worthy of worship except him, the living, the everlasting! Slumber does not overtake him nor does sleep, whatever is in the heavens and in the Earth belongs to him.' (Qur'an 2.225)</p>	<p>God is known as Allah in Arabic so he isn't confused with any of the gods once worshipped in Arabia.</p>
<p>'Allah is the greatest. I bear witness that there is no God but Allah.'</p>	<p>For Muslims, God is unique. Nothing is equal to him.</p>
<p>Bilal had accepted the religion that Muhammad (pbuh) taught, but his master brought him outside in the hottest part of the day saying, 'You will stay here until you die or deny Muhammad's teaching'.</p>	<p>Muslims, Jews and Christians all believe there is only one God.</p>
<p>'I bear witness that Muhammad (pbuh) is Allah's messenger. Come to prayer.'</p>	<p>The Qur'an says that God is closer to man than his jugular vein.</p>



Name: _____

Date: _____

<p>The Prophet Muhammad (pbuh) taught there is only one God.</p>	<p>The Prophet Muhammad (pbuh) criticised religions that encouraged the worship of more than one God.</p>
<p>Umayya was a merchant selling idols in Makkah. Umayya treated his slaves badly because slaves were cheap.</p>	<p>‘Come to Salvation. There is no God but Allah.’</p>
<p>The Prophet Muhammad (pbuh) taught that all people are equal.</p>	<p>Eventually Abu Bakr, a friend of the Prophet Muhammad (pbuh), heard Bilal shouting and rescued him by buying him from Umayya.</p>
<p>Bilal lay in the hot sun shouting, ‘One God! One God!’ He had a marvellous strong voice.</p>	<p>Bilal was a hardworking slave who tried to be loyal to his master.</p>
<p>Bilal dropped the whip and was punished for disobeying his master.</p>	<p>And your Lord says, ‘Call on me. I will answer your prayer.’</p>



Lesson 3 The five pillars of Islam

The big picture

Following the understanding gained of the importance of Allah and the Prophet Muhammad (pbuh), this lesson looks at the beliefs of Islam. The five pillars of Islam provide a structure for Islamic daily spiritual life. Islam is like a house held up by five strong pillars with central themes of purification and sharing with others. Muslims must not only believe in the five pillars, but also act on their beliefs.

This lesson introduces these core beliefs to the class and gives people the opportunity to reflect on the important tenets of their own lives. People will be encouraged to think about Islamic beliefs and consider the effect these beliefs have on the life of a Muslim. You could introduce Samina and Hanif, whose photographs appear on CD Image Gallery, page 8. These child-friendly members of 'the school family' will allow you to talk about Muslim beliefs using characters with whom the class can identify.

Learning objective

Learning about:

- To know and understand the main beliefs of Islam and to consider the effect these beliefs have on the life of a Muslim.

Learning from:

- To reflect on what the main beliefs are that support their own life.

Success criteria

Learning about:

- Pupils will be able to recount the five pillars of Islam and explain the effect following these beliefs will have on the life of a Muslim.

Learning from:

- Pupils will be able to explain their own beliefs and how holding these beliefs affects their lives.

Religious Education Council Requirements

A1, A2, A3, B1, B3, C2

Resources

- **CD Image Gallery, page 5:** 'The five pillars of Islam'
- **Resource sheet 6:** 'Five pillars'
- **CD Image Gallery, page 8:** 'The school family' (pictures of Samina and Hanif)
- Background information on Samina and Hanif (CD-ROM)

Vocabulary

Hajj, Ramadan, salah, sawm, Shahadah, wuzu, zakah

Key questions ?

What are the five pillars of Islam?

Can you think of a similar commitment in your own life?

Introduction

Introduce the learning objective: 'In this lesson we are going to learn about the main beliefs of Islam and think about how holding these beliefs affects the life of a Muslim. You will also think about what the important beliefs are in your own lives.'

Explain to the children that these beliefs are called the five pillars and that Muslims are expected to uphold these beliefs and act upon them.

Why do they think the beliefs are known as the five pillars? What does the metaphor of the five pillars suggest to them?

Activities

Stimulus

Show the class page 5 of the CD Image Gallery, showing the five pillars of Islam and discuss each of the beliefs.

1. **Shahadah** – the declaration of faith. ‘There is no God except Allah and Muhammad (pbuh) is the Messenger of Allah.’ Ask the class if they can explain how important this belief is to Muslims and what some Muslims have had to give up to uphold their beliefs.
2. **Salah** – daily prayer. Muslims pray five times a day. This prayer can take place anywhere as long as the prayer is completed pointing to the Ka’bah in Makkah, ritual cleaning called ‘wuzu’ has taken place, and a prayer mat or other cloth is used. The prayers are accompanied by a set of bodily postures. Ask the class to discuss how praying five times a day could be challenging and also how it could be helpful to a Muslim’s faith.
3. **Zakah** – giving of money to the poor. 2.5% of all wealth is given annually to poor and needy people to show generosity and community responsibility towards others. Discuss what giving a regular amount of money away makes Muslims feel like. Does the class think they would have to go without anything?
4. **Sawm** – fasting in the month of Ramadan. This fast is for Muslims over the age of twelve, who go without food and drink from dawn until dusk each day. Fasting helps Muslims to appreciate how the poor suffer. It concentrates the mind on what it means to be a Muslim and obey the command of Allah. It also helps build discipline into the life of a Muslim. How does the class think fasting helps Muslims understand other people?
5. **Hajj** – pilgrimage to Makkah. Providing certain conditions are met, for example, the money is available, every Muslim should try to go on pilgrimage to Makkah once in a lifetime. When the pilgrimage is made, all possessions are left behind and everyone dresses in the same way to show their equality before Allah. How does the class think a Muslim’s life might be different whilst they are preparing to go on Hajj and once they have returned?

Response

Organise the class into groups to discuss their own lives and beliefs. Ask them if there are any beliefs they hold or things that they aim to do in their lives that are comparable to the five pillars.

Introduce the writing frame on **Resource sheet 6** and allow the groups to discuss their ideas for each pillar.

After the discussion give people time to fill in the writing frame individually.

Plenary

Give people the opportunity to read out one of their pillars. It should be up to individuals to volunteer to read out their beliefs as they may wish to keep their ideas confidential. The class can then discuss how they are going to keep to their five pillars. What will be hard about keeping them? Will any of them make their lives better?

The ideas could be made into a wall display with ideas written on each pillar.

In a month’s time you could revisit the ideas and evaluate them. Have people managed to undertake any of their five pillars, particularly the first three, and would they change or keep the last two?

Differentiation

(By grouping) anyone who is going to find this activity too difficult could work on a group response led by you or a teaching assistant.

Extension

More able people could be asked to record their ideas by writing a paragraph about how following the five pillars of Islam could challenge the life of a Muslim and how it could also improve a Muslim’s life.



Name: _____

Date: _____

Five pillars

Five things Muslims choose to do	Five things I hope to do in my lifetime
	I will believe...
	Every day I will...
	Every time I get pocket money I will...
	Once a year I will...
	Once in my lifetime I will...



Lesson 4 Islamic prayer

The big picture

This lesson explores more deeply one of the five pillars discussed in the last lesson: prayer or salah.

Islamic prayer takes place five times a day, each time taking about ten minutes. These compulsory prayers help Muslims keep God at the front of their thoughts and keep them from doing bad deeds. Other prayers also take place at any time and these are called du'a and are often more personal prayers.

The thinking skills strategy of fact or opinion will be used in this lesson. This strategy is used when material is controversial, such as the idea of a religious belief. It encourages people to think about what is a fact, a belief or an opinion.

Learning objective

Learning about:

- To understand the importance of regular prayer in a Muslim's life; and to understand the beliefs that teach the importance of regular prayer.

Learning from:

- To understand that what is truth to one religion, may be considered to be an opinion to another group of people.

Success criteria

Learning about:

- Pupils will be able to explain the importance of prayer in the life of a Muslim and discuss how prayer improves the life of a Muslim.

Learning from:

- Pupils will have considered facts and opinions about prayers and be able to express their own views about how different people might categorise beliefs.

Religious Education Council Requirements

A2, A3, B3, C2

Resources

- Access to the Internet for video clips of wuzu and salah (www.cleo.net.uk/subjects.php Click on RE KS2)
- **Resource sheet 7:** 'Fact or opinion?'
- **Resource sheet 8:** 'Prayer'

Vocabulary

Belief, du'a, fact, Hadith, opinion, Qur'an, Ramadan, salah

Key questions ?

Why do Muslims pray?

What is the significance of prayer to a Muslim?

Introduction

Introduce the learning objective: 'In this lesson we are going to learn about the importance of prayer to Muslims. You will consider some ideas about prayer and think about whether they are a fact or an opinion.'

Discuss Islamic daily prayer. Explain that it is carried out five times a day and that preparation for prayer is essential. Washing, or wuzu, takes place in a ritual order. After wuzu has taken place prayer can begin once the person is in a clean place, perhaps on a prayer mat and facing Makkah.

Allow people to discuss the following questions with a partner and then get together to discuss each question as a class:

Key questions

*Why do you think people pray?
How do you think it makes them feel?
Do you pray? How does it make you feel?
If you don't pray what do you do when other people might pray?*

Activities

Stimulus

Introduce the 20 fact or opinion cards (**Resource sheet 7**), give out a set to each pair and allow people time to read through them. You may need to read out some of the cards and explain specific vocabulary. For example, you may need to explain that a Hadith is a reported saying of the Prophet Muhammad (pbuh) which gives Muslims guidance on areas of life which are not laid down in the Qur'an.

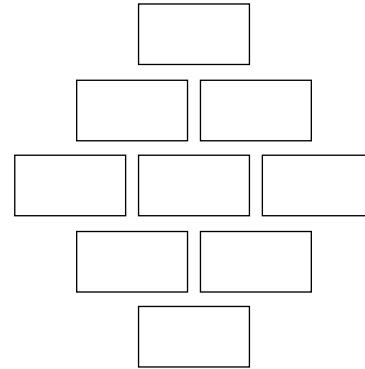
Response

In their pairs, ask the class to discuss whether the statements on the cards are facts or opinions and sort the cards into two piles. Select a card to discuss as a whole class, for example: 'Prayer performed in company is 27 times better than prayer performed alone. (Hadith)'. Have people put this card in the fact or opinion pile? Why have they chosen to put it there? Would a Muslim person choose to put it in the same place? Why? You may want to discuss with the class whether it would be useful to have a 3rd category of belief. Which cards might be placed in this category?

Give out copies of **Resource sheet 8**. Ask each group to write down a justification for why one of their cards is on the fact pile and why one of the cards is on the opinion pile. Ask people to share their categorisations and discuss them as a class.

After the discussion, ask each group to choose nine of their opinion cards that they would like to work with. Arrange the cards into a diamond with one card on the top row, two on the second row, three on the third row, two on the next row and one on the bottom row as follows:

Most strongly held view



Least strongly held view

When each group is happy with their arrangement of cards, ask each pair to get together with another pair so they can compare responses. Find out if the justifications of card placements from other groups have changed anyone's mind about their own placements.

Plenary

Ask people to explain why they think prayer is important to a Muslim. How do they think a Muslim person would consider that prayer improves their life?

After they have expressed their views, ask them to fill in the sentence starter on their prayer

Resource sheet.

Discuss the decision-making process they have been involved in throughout the lesson. What have they found helpful about working in this way?

Ask them to write their responses on the second half of the prayer **Resource sheet**.

Differentiation

(By resources) less able people could be given a reduced number of cards to work with, enabling them to complete the task in a similar amount of time as the rest of the class. Cards will need to be carefully chosen so they still receive a mixture of fact and opinion cards.

(By pairing) a less able reader could be paired with a more able reader so time can be spent in discussion rather than struggling with reading.

Extension

More able people should be encouraged to answer the written questions in more depth. They may find it easier to write without the sentence starters to give them more freedom. Ask them to compare the importance of prayer to a Muslim with the importance of prayer to someone from another religion they have studied. Encourage them to comment on similarities and differences between prayer in the two religions. Why are there differences?



Name: _____

Date: _____

Fact or opinion?

Daily prayers are important because when we worship God we are talking to Allah.	Prayer makes me feel that I am communicating with God. It should help us stop doing evil things.
Prayer makes me feel close to Allah.	I know that if I have prayed with all my concentration and my heart and for the sake of Allah then I will be rewarded.
Muslims pray five times a day.	During Ramadan there is one extra prayer time each day.
'Children of Adam, wear your best clothes to every place of worship.' (Qur'an 7:31)	Prayer performed in company is 27 times better than prayer performed alone. (Hadith)
Prayer is very powerful.	God answers prayer.
Du'a is a personal prayer. It often contains requests to God.	Praying is a waste of time.
Prayer makes me feel more alive and responsible. It makes me feel strength in my faith, and develops a generous community.	When I pray, I feel very relaxed and happy, especially on the Friday prayer, which keeps us Muslims together and united in our community.
The prayer makes me feel I am communicating with God.	Some people are lazy and miss their prayers. Unfortunately one of those idle people is me.
It is very difficult to describe exactly how prayer makes me feel. One feeling is being refreshed, and ready to carry on with the rest of the day, and also that God is there for me and will forgive me if I should do something wrong.	Prayer should make us feel close to Allah, as if he is standing in front of us.
Prayer is something serious, not a joke.	Prayer makes me feel clean and fresh, like a new person inside.



Name: _____

Date: _____

Prayer

I think...

is a fact because...

I think...

is an opinion because...

I think prayer is important in the life of a Muslim because...

Working in pairs today has been... because...

I have... this work because...



Lesson 5 The Qur'an

The big picture

Having looked at some of the key beliefs of Islam, this lesson looks at the main source of guidance for Muslims: their sacred text, the Qur'an. Using the story of its revelation and exploring the central place it has in the life of a Muslim, people will witness its importance to Islamic life. Learning about the treatment and reverence with which the Qur'an is treated will allow them to compare the Qur'an with other sacred texts they have studied.

Learning objectives

- To understand that the Qur'an is the main source of guidance for Muslims and to explore the part it has in their daily lives.
- To compare the Qur'an with other sacred texts.

Success criteria

- Pupils will be able to explain why the Qur'an is an important source of guidance to Muslims and explain the part it plays in their everyday lives.
- Pupils will be able to list similarities and differences between the Qur'an and another sacred text studied.

Religious Education Council Requirements

A2, A3, B3, C2

Resources

- **Resource sheet 9:** 'The revelation of the Qur'an'
- Qur'an stand
- Arabic copy of the Qur'an covered in a cloth
- Audio clip of a child describing how he uses and learns from the Qur'an (CD-ROM)
- Copy of the Bible
- Bowl of water and towel

Vocabulary

Arabic, Hafiz, madrasa, Qur'an, recitation, revelation

Key questions

How was the Qur'an revealed?

How are sacred texts important to believers?

What are the similarities and differences between two sacred texts?

Introduction

Share the learning objective: 'In this lesson we are going to learn about how the Qur'an was given to the Muslim people and how important it is in their lives. We will also compare it to the Bible and try to find similarities and differences between the two texts.'

Read the story of the revelation of the Qur'an to the Prophet Muhammad (pbuh) on **Resource sheet 9**. Allow the class to discuss the story with a partner. Ask them to think about:

- What is surprising about the revelation of the Qur'an?

- Why did the Prophet (pbuh) feel scared?
- Why do you think people did not believe what the Prophet Muhammad (pbuh) told them?

Share people's ideas with the rest of the class.

Activities

Stimulus

The next activity creates most effect if you do not explain exactly what you are doing but just ask the class to watch.

Prepare a clean area for showing the Qur'an. Bring out a bowl of water and a towel and wash your hands in front of the class. Once your hands are clean put out the Qur'an stand and collect the Qur'an. The Qur'an must be kept wrapped in cloth to keep it clean and higher than any other book in the room. Place the Qur'an on the stand and open it. Hold the book up to show the writing inside. Ask people: Which language is the Qur'an written in? (Arabic) Why do you think it is written in that language? Explain that although the Qur'an is available in many languages it is always studied in Arabic and that this is so the meaning of the words does not get changed in translation.

Although it might be difficult for some of the class to see, explain that you cannot pass the Qur'an around the class as they have not cleaned their hands. Allow people to look at it whilst it is on the stand later in the lesson. Explain that if anyone is going to touch the Qur'an they must wash their hands. Explain that the word Qur'an means recitation. Tell the class that Muslims consider the book to be a book of guidance, supporting them in living a good life.

Ask people to suggest how they know that the text you have brought to show them is important. Note down the suggestions they make on the board. Explain how the Qur'an is studied. Play the audio clip from the CD-ROM of a child describing how they learn the Qur'an and how they are rewarded for completing their learning. Introduce the idea of a Hafiz, someone who has learnt the whole Qur'an by heart.

Response

Explain to the class that they are going to write an encyclopaedia entry for the Qur'an, explaining

how it was revealed, how it is treated and what it means to Muslims today.

Encourage them to not only write facts, for example: 'The Qur'an is written in Arabic', but to explain the facts: 'The Qur'an is written in Arabic because that is the language in which it was given to the Prophet (pbuh), and learning it in Arabic means you are always reading the true meaning.'

Allow people to work first of all in pairs, writing down the pieces of information and explanations they want to write about, and then writing the piece on their own.

Plenary

Begin by asking two or three people to share the encyclopaedia entries they have written.

After you have drawn out some of the good points in the work, collect a copy of the Bible from your bookshelf and put it down on the table next to you. If possible use a copy of the Bible that has had some notes written in it. Pass the Bible around the class for people to look at. Ask them to think back to when they studied the Bible as part of their work on Christianity. Divide the board into two and see if people can think of any differences and similarities between the two books. List their ideas, giving support where necessary.

Differentiation

(By task) provide a writing frame for less able writers to record their answers on to.

(By support) work with a small group of less able people on the computer and act as scribe to write their encyclopaedia entries for them which can then be shared with the rest of the class in the plenary.

Extension

More able people could be asked to use secondary sources to write a more detailed and better reasoned encyclopaedia entry.



Name: _____

Date: _____

The revelation of the Qur'an

It was the month of Ramadan and once again Muhammad (pbuh) climbed Mount Hira to pray. Life was difficult in Makkah and he liked to find a quiet place in the caves on the mountain to pray and be with God. It was the year 610 CE and Muhammad (pbuh) was 40 years old.

As Muhammad (pbuh) sat quietly he heard a voice saying, 'Recite!' 'I can't,' he replied.

Muhammad (pbuh), like most people in Makkah at that time, was not able to read or write.

Three times the voice asked Muhammad (pbuh) to recite and three times he replied that he couldn't. Muhammad (pbuh) saw the Angel Jibril and was frightened but Jibril began giving

him words from Allah.

Muhammad (pbuh) went back down the mountain and told his wife Khadijah what he had seen and heard. She spoke to her cousin Waraqa, who was a wise Christian. Waraqa explained that he had been chosen by Allah as a messenger and prophet to the people.

For the next 23 years the Prophet Muhammad (pbuh) travelled up Mount Hira and heard the words of Allah. He dictated them to his followers who wrote them down on anything that came to hand, such as animal skins or palm leaves. Eventually the Qur'an was written in the order that Allah prescribed through his messenger, Angel Jibril.

'The Angel said, "Read! In the name of your Lord and Cherisher, who created Man, out of a (mere) clot of blood. Read! And your Lord Most Bountiful, he who taught (the use of) the pen, taught Man that which he knew not."'

(Qur'an, Surah 96, 1-5)



Lesson 6 Good advice

The big picture

This lesson allows people to build on their knowledge of the Qur'an gained in the previous lesson. Having learnt about the centrality of the Qur'an in the life of a Muslim, this lesson gives people the opportunity to find out more about the type of guidance that the Qur'an offers and see how relevant it is to the life of a Muslim today.

People will also be able to consider which texts, books or advice have affected their own lives. It may be useful to alert the class to this part of the lesson earlier, to allow them time to think about it and even discuss these ideas with their families.

Learning objective

Learning about:

- To consider why people follow the guidance of the Qur'an and how the advice is relevant today.

Learning from:

- To reflect on the texts, books and advice that have influenced their own lives.

Success criteria

Learning about:

- Pupils will be able to explain how a particular piece of the Qur'an is relevant to Muslims today.

Learning from:

- Pupils will be able to describe one text, book or piece of advice that has influenced or inspired them and explain why it is important to them.

Religious Education Council Requirements

A2, A3, B3, C1, C2, C3

Resources

- **Resource sheet 10:** 'Quotations'
- Digital camera (optional)

Vocabulary

Advice, Hadith, Qur'an, Surah

Key questions ?

*How does the Qur'an give guidance to Muslims?
How does the Qur'an's teachings affect a Muslim's behaviour?*

Introduction

Ask the class to think about where they get good advice from. Explain that Muslims get their good advice from the Qur'an. They believe the words of the Qur'an come directly from Allah and that they should follow the words and instructions of the Qur'an exactly. They also look to Hadiths as a source of advice. Hadiths are the words, actions and instructions of the Prophet Muhammad (pbuh) as reported by the people around him during his life.

Introduce the learning objective: 'Today we are going to read some advice from the Qur'an and examine it to see if it is helpful in modern life. You will also think about the advice you follow to help you live a good life.'

Activities

Stimulus

Hand out copies of **Resource sheet 10**. Read through the two quotes from the Qur'an together. Ask people to discuss with a partner what they tell us about the purpose of the Qur'an. Discuss the answers that they come up with.

Look together at the commandments taken from Surah (chapter) 17. You may need to explain difficult terms like 'slander' and 'orphan'. Again with their partners, ask the class to discuss these commandments and think about the fact that they were written over a thousand years ago. Why do they think Allah found it necessary to include these rules? Are they relevant today? Why are these rules good?

Response

Describe the following three learning activities to the class and allow them to choose to complete the one that most suits their learning style:

1. Anyone selecting this activity should choose one of the commandments from Surah 17. They should then get into a group of three or four and act out a scene in which a Muslim might find it difficult to keep the commandment. They need to freeze-frame the action at the critical point. One member of the group should narrate what the person is thinking and highlight the decision-making process. They should then continue with the action so the audience can see what the person decides to do.
2. Those choosing this activity will need to draw a picture showing what the place they live in would be like if everyone kept the commandments listed in Surah 17.
3. Anyone selecting this activity should choose one of the commandments in Surah 17. They then need to write a description of what the world would be like if everyone followed this commandment.

Allow about 30 minutes for people to work on their presentations and then allow those who have chosen activity 1 to perform their work. It would be useful to record their freeze-frame with a digital camera.

Plenary

Invite the class to think again about where they get advice from. Do particular books or people help them? Has anyone got one piece of advice that they have been given that they really try to follow? Who or where was it from?

Ask people to write about the one text, book or piece of advice that has most helped them. A wall of wise words could be created to display their ideas.

People can choose from the following sentence structures to help frame their writing. If the more able people choose to write without the structures offered this should be encouraged.

- A text that has given me guidance is... The advice it gave me was... This advice is useful because...
- A book that has given me guidance is...The advice it gave me was... This advice is useful because...
- The most helpful advice I have received was from...The advice they gave me was... This advice is useful because...

Differentiation

This lesson should provide opportunities for people of all ability levels as everyone can choose an activity to suit their learning style. Less able people may need slightly more teacher intervention to choose the commandment they would like to work with.

Extension

More able people who have selected the written task may go on to suggest where other commandments such as these can be found and explore what other religions would think about these commandments.



Name: _____

Date: _____

Quotations

Quotations from the Qur'an

'A book which we have revealed unto thee, in order that those might lead mankind out of the depths of darkness into light.'

(Surah of Ibrahim, verse 1)

'This Qur'an guides one to what is more straightforward and reassures believers who act honourably that they shall have great reward.'

(Surah 17, verses 9 to 10)

Commandments from Surah 17

- Be kind to your parents, particularly in their old age.
- Always keep your promises.
- In daily life be honest.
- Avoid gossip and slander.
- Do not take advantage of poor people or orphans.



Lesson 7 A mosque

The big picture

This lesson allows people to study the different parts and different uses of a mosque. Although the mosque is a building primarily for public worship, it also serves many other purposes within the ummah, the Muslim community.

This lesson provides an introduction to a visit to a mosque which is a very important part of the learning experience. Many schools will be able to visit a mosque within their county or in a nearby city. If a visit is impossible for you, there are several good websites which offer virtual tours of places of worship. However, it is always preferable to make a real visit and every effort should be made to facilitate this.

Time should be given in this lesson to compare the mosque with other places of worship studied or visited.

Learning objectives

- To understand the different features of a mosque and their purpose and significance.
- To compare the mosque to other places of worship.

Success criteria

- Pupils will be able to explain the main uses of a mosque and compare those uses to those of other places of worship.

Religious Education Council Requirements

A1, A2, A3, B1, B3, C2

Resources

- Access to the Internet for a virtual tour of a mosque
- **CD Image Gallery, page 6:** 'Features of a mosque'
- Paper, card and other materials for making the model of the mosque

Vocabulary

Ablutions, Imam, madrasa, Makkah, masjid, mihrab, minaret, Minbar, mosque, Qiblah wall, Salat al-Jumuah, ummah, wuzu

Key questions

*What is the mosque used for?
Can you compare a mosque with one or two other places of worship?*

Introduction

Introduce the class to the mosque as the place of worship for Muslims. Explain that mosque or masjid means 'a place of prostration' or 'a place where the head touches the ground'. Five times daily prayer takes place within the prayer hall of the mosque, although Muslims can also complete their prayer at home or work. On Fridays as many Muslims as possible try to attend Friday communal prayers known as Salat al-Jumuah. Prayers are led by an Imam and then he preaches a sermon.

Explain that although women are welcome to attend any prayers in the mosque, there is no compulsion for them to do so. Women and men sit in separate areas to worship.

Tell the class that although the mosque is used for prayer, it has many other uses for the ummah, the Muslim community.

Introduce the learning objective: 'Today we will learn about and make models of the different features of a mosque. We will also find out about the main uses of a mosque and whether it has features that are similar to or different from other places of worship.'

Activities

Stimulus

Use either a digital projector or computer to show the class the different features of the mosque. You could use the CD Image Gallery.

Whilst going through the virtual tour make sure you introduce the following features, explaining their purpose and location:

- Minaret – A tower or high point for the call to prayer. Many purpose-built mosques in Britain have minarets but the call to prayer takes place inside the mosque. Why do people think that is?
- Ablutions area – To carry out wuzu (ritual washing) before prayer.
- Shoe rack – Why is there a place to keep shoes? What other ways do people change their dress to show respect before entering a mosque?
- Qiblah wall and mihrab – The wall and niche which point east to Makkah. Why is it important for Muslims to know where east is in this country?
- Madrasa – The school for learning Arabic, the Qur'an and Islamic studies. There are separate classes for boys and girls. Why do children need to learn Arabic?
- Minbar – The pulpit. When do people think this is used and who uses it?
- Clocks – There are clocks showing the different prayer times.
- Prayer hall and women's prayer hall – Place for the five times daily prayer.
- Prayer mats – The carpet often has a prayer mat pattern on it, with each mat pointing east.
- Library area – Many mosques have a library area with the Qur'an kept wrapped in a clean cloth on the top shelf. Qur'an stands are available to use. Why do people think the Qur'an is kept in this way?

Response

Ask the class to split into groups. Each group needs to make the different areas of the mosque out of paper, card and other materials. Each area should be created and a card written out to explain what

the area is used for and why it is used in this way. Areas can be made in 3-D or by drawing a picture of an area and creating a stand to help it stay in the correct position. The groups then need to arrange the different parts they have made on a base sheet of paper to show where the different areas would be in the mosque. People might want to refer to the photographs in the CD Image Gallery, as they work.

Compare the mosques the different groups have made. Have they shown their understanding of the use of each area by placing it correctly within the mosque? For example, have they placed the shoe rack near the door and is the Qiblah wall pointing east?

Plenary

Discuss with the class what they think the main uses of the mosque are. Ensure the discussion includes: worship, community, learning and prayer.

Consider another one or two places of worship you have studied, for example, the church and the gurdwara. Compare the uses that are similar and the uses that are different. Create a table of similarities and differences. What does this show us about what is important to each group of believers?

Differentiation

(By grouping) less able people could work in a group together to make and place fewer parts of the mosque.

(By input) drawings or photos and descriptions of different mosque parts could be given to less able people so they can concentrate on placing different aspects of the mosque in the correct locations.

Extension

Research could be completed into what other uses the mosque has, particularly the use of the mosque after someone's death.



Lesson 8 Hajj

The big picture

This lesson focuses on another of the key acts of worship for Muslims, the pillar of Hajj or pilgrimage.

Providing certain conditions are met, for example, the money is available and the person is of sound mind and well enough, every Muslim should try to go on pilgrimage to Makkah (Mecca) once in a lifetime. When the pilgrimage is made, all possessions are left behind and everyone dresses in the same way to show their equality before Allah.

In this lesson people will have the opportunity to discover what happens at Hajj and the motivation behind a Muslim's visit to Makkah. The pilgrimage to Hajj is an act of worship but it is also about equality and repentance.

Learning objective

Learning about:

- To learn about and understand the different parts of the Hajj journey and experience.

Learning from:

- To choose something to reflect upon if given a special time to think about life and beliefs.

Success criteria

Learning about:

- Pupils will have described some of the main parts of the Hajj experience and the meaning behind them.

Learning from:

- Pupils will have reflected upon what evil they would like to drive out of the world.

Religious Education Council Requirements

A1, A2, A3, B1, B3, C2

Resources

- Access to the Internet for a virtual Hajj or images of Haj
- CD Image Gallery, page 7: 'Hajj'
- Writing, drawing and modelling materials
- A large bin

Vocabulary

Devil, equality, Hajj, Id-ul-Adha, Makkah, meditation, pilgrim, pilgrimage, sacrifice, temptation

Key questions ?

What does Hajj mean to Muslims?

What would you like to drive out of the world and why?

Introduction

Ask the class to think about something they would really like to do or somewhere they would really like to go to but would cost a lot of money. Share their ideas. Discuss how long it might take to save up for their dream. Would they still want to do it by the time they had saved the money?

Explain that for Muslims, one thing they want to do is go on pilgrimage to Makkah because this is near the cave at Hira where Prophet Muhammad (pbuh) received his messages from God. It is also the place where the Ka'bah is, the place towards

which all Muslims pray and a site that Muhammad (pbuh) made for pilgrimage. Muslims cannot go unless they have saved up the money and ensured that their family will be well cared for whilst they are away. Why do you think that Allah says this?

Introduce the learning objective: 'In today's lesson we are going to find out what happens on Hajj, a Muslim pilgrimage, and why Muslims go on pilgrimage. You will also think about the sort of things you might do if you had a long time to think about all the things that are really important to you.'

Activities

Stimulus

Tell the class about the different parts of the pilgrimage to Makkah, illustrating your explanation with images from either the CD Image Gallery, page 7 or websites such as www.religiousstudies.co.uk or www.channel4.com/culture/microsites/H/hajj/index.html.

Explain that one of the important themes of Hajj is equality. To show this equality all those taking part in Hajj dress in the same clothes. For men this is two unsewn white sheets, the same as when they are buried, and women tend to wear long white dresses with white scarves. Wearing the sheets is to remind Muslims that they should be willing to give up everything for God. Ask: Is there anywhere that you go where you have to dress in the same way as everybody else? How does it make you feel?

Tell the class that Hajj begins at the Ka'bah where pilgrims walk seven times around it. They also try to kiss the Black Stone as a sign of respect but if they cannot do that they raise their hand to it.

Next, they run between two hills in the centre of Makkah. They do this to remember Ibrahim's wife Hajar who desperately searched for water for her son, Isma'il. God provided a spring, known now as Zam Zam.

The night is spent at Mina, and the following day the pilgrims journey to the Valley of Arafat. Thousands of tents are put up to protect pilgrims from the sun. The day is spent in deep meditation and prayer to Allah.

Ask the class to think about and then discuss with a partner the following questions:

- Do you speak to God in this way? What would you want to say to God or ask God?
- If you don't talk to God who would you talk to? What would you say to them or ask them?

In the evening a journey is made to Muzdalifah, where time is spent collecting small round stones. The next day is known around the world as Id-ul-Adha and is the final day of pilgrimage. In Mina there are three stone pillars which represent the devil. Pilgrims throw stones at the pillars as a way of showing that they reject evil and want to drive it from the world. It is believed that the devil tried to tempt Isma'il to disobey Ibrahim. Ibrahim and Isma'il drove the devil away by throwing stones at him.

The pilgrimage ends in the sacrifice of a goat, cow, sheep or camel. This shows how much they are willing to give up their life and possessions for God.

Response

Ask the class to think about the activity of throwing stones at the pillars that represent the devil. Why do they think pilgrims do this? How do they think pilgrims feel whilst they are doing this?

Give everyone a piece of paper or, if they prefer, some modelling dough. Ask them to represent something they think is bad or evil that they would like to be driven out of the world. Their representation can be written, drawn or modelled. Before they begin the exercise give them some thinking time and some time to discuss with a partner.

After they have completed the task ask them to draw, model or write what the world would be like without that evil in it.

In their books they could write some sentences to record their ideas:

- I would like to drive... out of the world because it...
- I chose this because...

Plenary

Arrange the class in a circle around a large bin. Discuss with them what they would like to drive out of the world. Take it in turns for each person to share what they would like to drive out of the world and then throw their representation of it in the bin. Some things may well be private and they may not want to share them so allow them to throw their representations away without comment.

You may want to display the class's representations of the world without their evil in it under the title: 'Our Perfect World'.

Finally, ask the class to write down one temptation to do something wrong that they have experienced. Ask them to think about how they will avoid being tempted to do that wrong act in the next week. They can then take away the sheet as a reminder of what they are going to try to resist.

Differentiation

(By support) this lesson should provide opportunities for people of all ability levels, as everyone can choose a way of working to suit their learning style. Less able people may need slightly more teacher intervention to choose the evil they would like to drive out of the world.

Extension

You could explain to some people that Muslims see themselves as part of one large community, the ummah. Experiencing pilgrimage with thousands of other Muslims strengthens the feeling of community. What communities do they think they are in? What do they do that makes their feeling of community strong? What else could they do to make their community feel stronger?



Lesson 9 What is zakah?

The big picture

Zakah is one of the five pillars of Islam and one of the ways Muslims show their commitment to their faith. It means literally, purification. Zakah is the giving of money to the poor. It is usually done in an organised way to avoid the giver feeling proud of their generosity and the receiver of charity feeling ashamed. Two and a half per cent of all wealth is given annually to poor and needy people to show generosity and community responsibility towards others.

This lesson uses the thinking skills mystery strategy to explore the true meaning of the community of Islam and zakah. It encourages people to classify, speculate, argue and justify. The class is presented with a dilemma or mystery to solve. They are given clues in the form of pieces of information. These are usually on pieces of card so they can be moved around and manipulated easily. One of the most important aspects of a mystery lesson is the debrief, when people discuss what – and more importantly how – they have learnt. In a mystery activity there isn't one specific right answer; some answers are simply more plausible than others.

The story in this lesson is based on an earthquake in Pakistan and how charities and aid agencies provided help to people in need after the disaster.

Learning objective

Learning about:

- To understand the Muslim idea of zakah, how it affects the life of a Muslim and whether the idea is shared by other religions.

Learning from:

- To consider personal views about charity and think about how those views will affect how they live in the future.

Success criteria

Learning about:

- Pupils will be able to explain what zakah is, why it is given, and comment on another religion's view of charity.

Learning from:

- Pupils will be able to explain what they think about giving to charity and whether and in what way they will support their community with charity now and in the future.

Religious Education Council Requirements

A1, A2, A3, B1, B3, C2

Resources

- **Resource sheet 11:** 'Zakah mystery cards'
- **Resource sheet 12:** 'Who should help Sumara?'

Vocabulary

Charity, Hadith, neighbour, ummah, zakah

Key questions ?

What is zakah?

How is charity important to Muslims? Why do they give charity? What is a Muslim's responsibility to the ummah?

Does charity make you live your life differently?

Introduction

Reintroduce the idea of zakah to the class as one of the important pillars of the Islamic faith. Explain that each Muslim person adds up their wealth each year and gives two and a half per cent of it to charity. Often it is given to the community leaders who will distribute the money to those who need support. Why do people think Muslims choose to give so much of their money away? How do they think it makes them feel? Do they think it means their lives are made more challenging?

Explain to the class that today you are going to use the same strategy as you did in the lesson about Bilal. Just like last time, discussion will be even more important than usual and a lot of time will be spent talking in groups. Listening to other people will be an important way of learning.

Introduce the learning objective: 'In today's lesson we will be thinking about charity, who we should help and whether being charitable is important in your life.'

Activities

Stimulus

Arrange the class into groups of four and give each group a set of cards (**Resource sheet 11**). Ensure the groups have a mix of abilities so they can support one another when reading through the information. Read the cards out with the class without discussing anything other than the meaning of specific words.

Explain to the children that they are going to solve a mystery and introduce the mystery question: 'Who should help Sumara?'

Response

Ask the class to sort through the cards, discussing in their groups what they can find out. After about 25 minutes stop them and ask them to explain what they think they have learnt. Allow them to describe the ways they have worked, organised and sorted the pieces of information. Ask them to explain their thoughts and mirror appropriate language. For example:

Key questions

*How have you categorised or sorted the information?
Why do you think this information is important?*

You may need to interrupt during the activity to share the methods they are using to process and interpret the information on the cards. There is more than one way to sort the cards but there are three types of information:

- the story of Sumara;
- the Islamic view of charity or zakah;
- other views of charity from a Christian and a non-religious perspective.

Stop the class and ask the groups to share any answers they have to the question: 'Who should help Sumara?' Ask each group to explain their answer and the way that they came up with it. During this time take the opportunity to praise groups who worked collaboratively, even if they weren't the group that came up with the most plausible answer.

Come up with some ideas as a class as to who is Sumara's neighbour. Discuss how Muslim ideas of ummah (community) help them understand that Sumara is their neighbour. What would believers from other religions they have studied think about this?

Plenary

Discuss what people in the class think about charity. Do they support charity? How do the communities they belong to need charity support? How many ways can they think of supporting a charity? Emphasise that giving money is not the only way to support charity, if examples don't come readily, give examples of how people give their time to support communities.

Talk through **Resource sheet 12**: 'Who should help Sumara?' The last sentence allows people to express their own views on charity and how they think they will support charity in the future.

Differentiation

(By organisation) ensure that less able readers are placed into a group with others who are good readers and are able to provide support.

(By task) less able readers could be given the story in simplified language. They could also have the information shortened and put on to fewer cards for them to manipulate.

Extension

More able people could be asked to find further quotes from secondary sources that would support their findings. They could write a comparison of ideas about charity from different religions.



Name: _____

Date: _____

Zakah mystery cards (1)

<p>Many Christians give 10% of their money to the church. This money is used to run the church and support Christian charities throughout the world.</p>	<p>'I ask you one thing: do not tire of giving, but do not give your leftovers. Give until it hurts, until you can feel the pain.'</p> <p>Mother Teresa</p>
<p>'God made the world rich enough to feed and clothe all human beings.'</p> <p>Mother Teresa</p>	<p>There was an earthquake in Sumara's country and her school was completely destroyed.</p>
<p>Sumara's father was severely injured in the earthquake and cannot go to work. Her mother has to travel a long way to get water and food for the family.</p>	<p>Her family's house cracked and fell to the ground.</p>
<p>Sumara has to care for her father and look after her sisters.</p>	<p>Paying zakah glorifies God and purifies the person who pays it from any greedy and selfish things they have done.</p>
<p>Charity makes you aware of those who are less fortunate and it disciplines you.</p>	<p>It's just one penny for every 40 pence you have, but all Muslims together give millions of pounds in zakah.</p>



Name: _____

Date: _____

Zakah mystery cards (2)

<p>Charity begins at home.</p>	<p>Part of the tax everyone pays to the government is used to help people in other countries.</p>
<p>Who is your neighbour?</p>	<p>With funds given as charity, aid workers are going to rebuild homes and schools. Sumara looks forward to living in a house and going to school again.</p>
<p>Now the family lives in a tent. It is very cold in the winter.</p>	<p>Zakah, giving charity for the welfare of the poor, is one of the five pillars of Islam.</p>
<p>‘Have you seen someone who rejects religion? That is the person who pushes the orphan aside and does not promote feeding the needy.’ 107:1–7</p>	<p>The Prophet Muhammad (pbuh) said, ‘Every single day, each person has two angels near him who have descended from heaven. The one says, “Oh God, compensate the person who gives charity”, the other says, “Oh God, inflict a loss on the person who withholds his money”.’ (Hadith)</p>
<p>The whole ummah of Muslims can make sure none of us go hungry through zakah.</p>	<p>Sumara lives in Pakistan. She is ten years old.</p>



Name: _____

Date: _____

Who should help Sumara?

We have been investigating...

The evidence I have looked at has showed me that Sumara's life is very difficult because...

Some people think... should help Sumara because...

Other people think that...

After considering the ideas I have read and heard, I believe that...

because...



Lesson 10 Fasting and feasting

The big picture

This lesson focuses on the practice and meaning behind sawm (fasting), fasting during Ramadan and the festival that is celebrated at the end of Ramadan, Id-ul-Fitr.

This is an ideal opportunity to invite someone from the Muslim faith into school to speak to your class. Brief them on the focus of the lesson and ask them to share their feelings about fasting, celebration, forgiveness and charity.

This lesson uses the technique of mind mapping. If people are unfamiliar with this you will need to spend some time teaching them the technique.

Learning objective

Learning about:

- To learn why Muslims fast during Ramadan and the main features of the festival of Id-ul-Fitr.

Learning from:

- To compare the themes of self-denial in Ramadan and community, charity and celebration in Id-ul-Fitr, with events in their own lives.

Success criteria

Learning about:

- Pupils will be able to explain the meaning of Ramadan and the festival of Id-ul-Fitr.

Learning from:

- Pupils will be able to give examples in their own lives of when they have denied themselves something, and they will have explored their own community, charity and celebratory experiences.

Religious Education Council Requirements

A1, A2, A3, B1, B2, B3, C2

Resources

- **Resource sheet 13:** 'Ramadan'
- **Resource sheet 14:** 'Id-ul-Fitr'
- Arranged visit from a Muslim speaker
- Writing and drawing materials as appropriate

Vocabulary

Fasting, forgiveness, Id-ul-Fitr, Ramadan, sawm, self-denial

Key questions ?

Why do Muslims fast?

What would you ask a visitor from the Muslim community about fasting?

Introduction

Introduce the learning objective: 'In this lesson you will learn about why Muslims go without food during Ramadan, and think about times in your life when you have done something similar. We will also learn about important ideas like community and charity in the festival of Id-ul-Fitr.'

Remind the class that sawm, or fasting, is one of the pillars of Islam. Explain to them that the main period of fasting happens throughout the sacred month of Ramadan when Muslims go

without food and drink from dawn until dusk each day. Depending on the time of year, Muslims get up very early to eat whilst it is still dark. The fast is broken again when it is impossible to see the difference between a piece of white thread and a piece of black thread. Fasting helps Muslims to appreciate how the poor suffer. It also concentrates the mind on what it means to be a Muslim and obey the command of Allah. It helps to build discipline into the life of a Muslim. How does the class think fasting helps Muslims understand other people?

Explain that Id-ul-Fitr is the festival at the end of the month of Ramadan. It is a day of celebration, happiness and forgiveness. The day begins with a visit to the mosque where the sermon will be about charity. The rest of the day is spent celebrating with family and friends. New clothes are often worn and presents are exchanged with family, friends and neighbours. Donations are made to charity on this day, as Muslims remember what they learnt during their time of fasting.

Activities

Stimulus

Divide the class into small groups of either two or four. Give each group an information sheet about either Ramadan (**Resource sheet 13**) or Id-ul-Fitr (**Resource sheet 14**). Read through both information sheets together and discuss the questions on each one. Ask people in their groups to spend time discussing the information they have got and the questions they are being asked.

The groups then split with one half going to convey the information to a group that has been looking at the other information and vice versa.

Come together as a class for discussion. Particularly spend time discussing people's own experiences of self-denial, charity, community and forgiveness.

Response

If you have invited a Muslim visitor to your classroom, people will need to spend part of their group time preparing questions for the visitor on different aspects of Ramadan and Id-ul-Fitr. Having a visitor will necessitate either a longer session or allowing this material to last over two sessions.

After your visitor has spoken and answered people's questions, the class will be able to return to working in their groups and produce a mind map of what they know about either Ramadan or Id-ul-Fitr. Encourage people to include in the mind map their own experiences of the themes shown in the time of fasting or festival.

Depending on your class's experience of mind maps you may need to demonstrate this technique on the board. The important features are to write the title in the centre and place the subheadings around it. In this instance these may be either themes or practices that take place at either Ramadan or Id-ul-Fitr. Other ideas can link out from the subheading, with any more individual ideas or facts branching off the appropriate heading. Ideas such as someone's personal experience of charity would be recorded in this way.

Stress to the class that they can include in their mind maps any information or ideas they have on Ramadan or Id-ul-Fitr, whether gained from their information sheets, elsewhere in the lesson, or anything they already knew about the subject.

Plenary

Allow each group a short time to present some of the ideas on their mind map to the rest of the class.

Discuss with the class if they can see any parallels with other religions. Encourage them to think about other believers who fast, and whether any other religions have festivals with similar themes.

Differentiation

If you divide the class into ability groups you could simplify the text on the information sheets for those who find reading difficult. Alternatively, you could record the information on to tape for some people to listen to.

Extension

More able people could find information using a selection of secondary sources such as Internet sites and books.



Name: _____

Date: _____

Ramadan

Ramadan is when Muslims remember the time Allah revealed the Qur'an to the Prophet Muhammad (pbuh). It is the ninth month of the Islamic year, when fasting takes place during daylight hours.

The month of Ramadan starts when the new moon is seen. Fasting, although important, is worthless if wrong thoughts and wrong behaviour does not also stop. It is very important during Ramadan to tell the truth and not break promises. The fast helps to unify the ummah, the worldwide community of Muslims. It creates self-discipline and provides rewards for Muslims after they have died on judgement day.

In the very early morning a small amount of food is eaten and dawn prayers, called Fajr are said. No food is eaten after first light, which is judged to be when it is possible to distinguish a black thread from a white thread.

During the day no food is eaten and no drink is taken. The fast can be broken when it becomes dark. Muslim children usually know the precise time to the minute! Prayers are said of thanks to Allah for food and the strength he has given to complete a successful day of fasting. The breaking of the day's fast is called Iftar. It is broken with a small snack, perhaps dates and water as the Prophet (pbuh) would have done. This is followed by prayers and then the family meal.

Although the fast or sawm is one of the five pillars of Islam, certain people are not expected to fast, as the fast should not endanger life. There are exemptions from fasting for travellers, the ill, elderly people, pregnant women and the children under 12. If you have to miss the fast you must try and fast before the next Ramadan. If that is not possible, Muslims can give the cost of two meals per day to the poor. Young people



Name: _____

Date: _____

often do some days of the fast to prepare them for the age of 12 when they will complete the full fast.

The Qur'an is divided into 30 chapters and the whole book is read during the month of Ramadan. It is read in the mosque each evening after prayers. The climax of Ramadan is the final ten days. Some Muslim men live in the mosque for this time, praying and reading the Qur'an.

On the 27th night of Ramadan the night of power is celebrated. This is the night when the Qur'an was revealed to the Prophet. Many Muslims stay up all night in the mosque praying.

Fasting helps Muslims to concentrate the mind on what it means to be a Muslim and the importance and centrality to life of obeying the commands of Allah. It also helps build discipline into the life of a Muslim.

Why don't Muslims cheat when they are fasting?

Why do Muslims spend extra time reading the Qur'an and praying during Ramadan?

How do you think a Muslim feels when they complete the thirty days of fasting?

Why is it particularly important to keep promises and be honest during Ramadan?



Name: _____

Date: _____

Id-ul-Fitr

Id-ul-Fitr is the joyful day of fast-breaking at the end of Ramadan. The word 'Id' means recurring happiness and Id-ul-Fitr is the festival of breaking the fast.

The night before Id-ul-Fitr people go outside looking for the new moon. When it is seen, people rush around offering each other greetings.

The first part of the day is spent at the mosque where people are often praying both outside and inside as everyone wants to visit the mosque. Time is spent at the mosque and at home remembering the lessons learnt during Ramadan about how the poor suffer and the importance of following the command of Allah.

The sermon on that day is about giving charity to the poor. After the visit to the mosque a donation is made to charity, this is known as Zakat-ul-Fitr. As the

money is given, Muslims remember that they have only had to suffer hardship and hunger for thirty days whereas the poor suffer all the time.

Id-ul-Fitr is also a time for forgiveness and so Muslims will say sorry for things they have done wrong and forgive people who have done things wrong to them.

There is an atmosphere of celebration as people greet friends and family as well as offering prayers. Children are particularly excited about the morning of Id-ul-Fitr, as they are given presents and money. New clothes are bought and cards are sent to friends and neighbours. The lunchtime meal is important and often takes several sittings as there are so many people celebrating and meeting together. This is the first daylight meal that has been eaten for thirty days.



Name: _____

Date: _____

In Muslim countries Id-ul-Fitr is a national holiday to allow everyone to celebrate. In all countries, many visits are made during the day to friends, family and neighbours. These visits are a reminder of the whole Muslim community, the ummah.

Why do you think money is given to charity at the end of Ramadan?

Why do Muslims spend a lot of Id-ul-Fitr celebrating with their Muslim family, friends and neighbours?

Why is the visit to the mosque at the beginning of the day?

Why do people want to forgive people at Id-ul-Fitr?



Lesson 11 Should Ahmed go to war?

The big picture

The press portrayal of Islam has been polarised since the events of 11 September 2001. Certain Islamic words have been misused by terrorists to suggest that their actions are supported by Islam. The media have also adopted very narrow and sometimes incorrect definitions of words like ‘jihad’.

This lesson takes this overused Islamic word and explores what the concept really means. It gives people the opportunity to express their own ideas of what they think this concept means and find the true meaning of this Islamic word. The concept of jihad has several meanings:

- personal individual struggle against evil;
- personal struggle to improve your own life;
- campaigning against injustice and for those who are oppressed;
- helping the oppressed;
- defence of the faith and the ummah, the Islamic community.

The lesson again uses the mysteries strategy to explore different ideas about jihad and solve a dilemma for a young Muslim.

Learning objective

Learning about:

- To explore the meaning of the word ‘jihad’ and how this idea might affect the life of a Muslim.

Learning from:

- To consider what pupils’ own jihad might be.

Success criteria

Learning about:

- Pupils will be able to explain some of the meanings of the word ‘jihad’, and give some examples of what a Muslim might think of as their personal jihad.

Learning from:

- Pupils will be able to explain how they might create a jihad in their own lives.

Religious Education Council Requirements

A1, A2, A3, B1, B2, B3, C1

Resources

- **Resource sheet 15:** ‘Should Ahmed go to war?’
- **Resource sheet 16:** ‘Jihad’

Vocabulary

Jihad, oppressed, persecution, self-defence, striving, submission, ummah, vengeance

Key questions ?

Should Ahmed go to war?
What is the meaning of jihad?

Introduction

Introduce the learning objective: 'In this lesson we are going to learn about a Muslim idea called jihad. A lot of people think it means one thing but actually it has quite a few different meanings. You are also going to think about how you can use the ideas of jihad to make your own life better.'

Explain to the class that once again they are going to solve a mystery. This time the mystery is: 'Should Ahmed go to war?'

Ask the class what their understanding of the word 'jihad' is. Allow them a short thinking time and then ask them to share their ideas with a partner. Listen to any ideas that people might have. Explain that they will see whether the suggestions are correct at the end of the lesson.

Activities

Stimulus

Introduce the following mystery scenario to the class:

'Ahmed is an 18-year-old young man living in Leicester. Until recently he thought he understood the idea of jihad but recent events have made him realise that he needs to really address the meaning for himself. In a quest to find the meaning he e-mails members of his mosque to see what advice they give. Some have sent back quotes or opinions and others have sent some of their own experiences.'

Ensure that everyone understands the scenario.

Arrange the class into mixed ability groups of four and give each group a set of mystery cards (**Resource sheet 15**). Read through all the cards with the whole class to ensure that some of the more complicated words and concepts are understood. There are quite a few words and ideas that you will need to clarify as the ideas in this lesson are designed to challenge. Explain to the groups that by the end of the lesson they will be expected to have come up with a reasoned answer to the question: 'Should Ahmed go to war?'

Explain that they will need to discuss how they have come up with their answer.

Response

Allow the groups about ten minutes to read and sort the information on the cards. Go around the class and discuss with each group how they are sorting the cards and learning from the information. Stop the class and share some of the ways of working and ideas from the groups.

After they have had about another 20 minutes to work with the information, ask them to come up with some group ideas to answer the question: 'Should Ahmed go to war?'

Share each group's answers and the reasoning behind their answers.

Plenary

After discussion ask the class to come up with their own responses to the following questions:

- What do you now think that the concept of jihad means?
- What helped you learn in this lesson?

Even though they may not be Muslims, what do people think they might have as a jihad in their lives? Ideas might include things like these suggestions from people who have already taken part in this lesson:

'Helping other people make their lives better because we all deserve a chance.'

'To help other people all over the world who don't have food, drink or shelter.'

'To help all people to live peacefully.'

'Never start a fight with other people. In the playground if anybody is fighting do not join in with them.'

'Raising money for the poor people in Afghanistan.'

'To speak the truth all the time, but not when we might upset someone.'

Conclude the lesson by asking the class to record their ideas about their jihad as a response to the sentence starter on **Resource sheet 16**.

Differentiation

(By organisation) ensure that less able readers are placed into a group of four with others who are good readers and are able to provide support.

(By task) less able readers could be given the information on the cards in simplified language. They could also have the information shortened and put on to fewer cards for them to manipulate.

Extension

More able people could write a letter to a newspaper editor explaining the true meaning of jihad and suggesting some ideas for a newspaper article on the subject.



Name: _____

Date: _____

Should Ahmed go to war?

Ahmed is an 18-year-old young man living in Leicester. Until recently he thought he understood the idea of jihad, but recent events have made him realise that he needs to really address the meaning for himself. In a quest to find the meaning he e-mails members of his mosque to see what advice they give. Some have sent back quotes or opinions and others have sent some of their own experiences.

There must be no hatred or vengeance in the fighting. As soon as peace is offered the fighting must stop. Once peace has been restored the differences between people must be sorted out.

Muslims may fight in self-defence but are forbidden from starting the fighting.

Greater Jihad: The way in which every Muslim makes a personal effort to follow the teachings of Allah and fight evil within themselves. Lesser Jihad: to fight physically.

Muhammad (pbuh) said, 'The person who struggles so that Allah's word is supreme is the one serving Allah's cause.'

'Hate your enemy mildly; he may become your friend one day.'

To me, my jihad is teaching in a school, struggling to make sure that all children get the best start in life.

I know that my struggle is against the horrible things that people say in the playground. I need to make sure that I am a good friend and don't join in with that kind of thing, but it is hard.

Jihad can mean war. A long time ago I fought in a jihad when Muslims were under attack. But the moment the other army stopped fighting we stopped too. Allah says you stop fighting when you are no longer under attack.



Name: _____

Date: _____

email

'There is no such thing as a holy war but there is a just war: to establish justice, in self-defence and to protect your life, family and home.'

email

I raise money for refugees and poor people all over the world. I think my jihad is to struggle to make people's lives better.

email

Jihad is permitted in self-defence and to fight against oppression.

email

A man asked Muhammad (pbuh), 'What kind of jihad is better?' He replied, 'A word of truth in front of an oppressive ruler!' (Hadith)

email

According to Islamic teaching, it is unholy to instigate or start a war. However, some wars are inevitable and justified.

email

I fought in a war once. I thought it was a jihad but it wasn't. The war was about the border between two countries. I felt sad that I hadn't really understood what jihad meant.

email

The Qur'an tells Muslims to fight in the cause of Allah, but not to go too far. Fight those who persecute you, but if they stop, there should be no more conflict. Allah does not love those who attack aggressively.
(based on Qur'an 2:190, 193)

email

During military activities, ordinary people must not be killed.

email

Jihad is a great and noticeable effort for good and a striving (trying very hard) for spiritual good.

email

Islam means submission and is based on the idea of peace.



Name: _____

Date: _____

Jihad

Name

Class

Before this lesson I thought that jihad was

Now I think jihad means

I learnt this by

I enjoyed learning in this lesson because

I learn by

If I were a Muslim, my jihad would be

I think Ahmed should



Lesson 12 Learning from Islam

The big picture

This lesson will give your class the opportunity to show what they have learnt about Islamic practices, beliefs, ideas, feelings and experiences. You should use the lesson as part of your assessment of the class's knowledge, skills and understanding.

In this lesson they will write questions and responses from a Muslim child. The more able members of the class will use a wide vocabulary to explain how beliefs affect lifestyle and provide answers to ethical problems. The less able members of the class will pose more simple factual questions and respond with simple factual answers.

You may find that the lesson will last longer than the usual weekly time for RE so you will need to allow extra time from, perhaps, literacy or computing curriculum time.

Learning objective

Learning about:

- To construct questions to and answers from a Muslim girl or boy about their beliefs, practices and lifestyle choices.

Learning from:

- To consider their own ideas about lifestyle and beliefs.

Success criteria

Learning about:

- Pupils will have written an appropriate set of questions to and answers from a Muslim child displaying their understanding of the religion of Islam and how it affects the lives of its believers.

Learning from:

- Pupils will have responded to two questions with information about their own beliefs and lifestyle.

Religious Education Council Requirements

A1, A2, A3, B1, B3, C1, C2, C3

Resources

- **CD Image Gallery, page 8:** 'The school family' (pictures of Samina and Hanif)
- Background information on the two children (CD-ROM)
- Access to computers and e-mail
- Tapes and tape recorders (optional)
- **Resource sheet 17:** 'Islam assessment'

Vocabulary

Allah, belief, fasting, madrasa, mosque, Muhammad (pbuh), Qur'an, Ramadan, salah, sawm, ummah

Key questions ?

What do I know about and what have I learnt from Islam?

How do beliefs affect the lifestyle of a Muslim?

How do my beliefs affect my lifestyle?

Introduction

Discuss with the class what they have learnt about Islam over the last two half terms. Ask them to help you to construct a mind map. Together write some of the ideas, practices and themes as subheadings and then add some ideas around the subheadings. Make sure this is displayed to support people in the later assessment task.

Share the learning objective: 'In this lesson you are going to use all the things that you have thought about and learnt about in your work on Islam. You are going to write an e-mail to a Muslim girl or boy asking them about the things that they believe in and how their beliefs affect their life. You will have the opportunity to write about your own beliefs and how that affects the things that you do in your life.'

Activities

Stimulus

Show the class the pictures of the two Muslim children on page 8 of the CD Image Gallery, and read out their descriptions (available on the CD-ROM).

Explain that they are going to write a set of questions to ask the children and a set of answers that they think might reflect the way the children might respond.

Spend some time with the class forming some questions as examples, discussing how the questions need to be open to allow more detailed responses. Write a sample response together, showing how the child's beliefs have affected the way they have chosen to live.

Response

Depending on resources available, you can adapt the way your class records the questions and responses. Here are three suggestions of how to record this work:

1. People could record their questions and answers on to tape;
2. The questions and answers could be written on the computer or as an e-mail to be e-mailed to you when complete;
3. People of similar abilities could be paired

together to discuss the questions they form and the responses they write. In this way, people can discuss their work but you should also get a fairly reliable picture of the level of attainment they are working towards.

As you start to receive responses, prepare to give out or send an e-mail with two further questions for people to respond to. There are two sample questions on **Resource sheet 17**. Encourage people to write about both their beliefs and the lifestyle choices that their beliefs encourage them to make. Exemplify the type of answer by responding to one of the questions with your own beliefs and lifestyle choices.

Plenary

Ask people to share what they think is their best question and response.

Finally, discuss with the class the fact that they have spent a long time learning about how Muslims live their lives. Ask them to record what they think the most important thing they have learnt over the 12 weeks has been and why it is important. Remind them that they have learnt things about themselves as well as things about Islam.

The following sentence starters may help them with their work:

- The most important thing I have learnt is...
- I think this is important because...

Differentiation

(By input) for less able people you may wish to write them a set of questions to provide the answers to.

(By resource) allowing people to use a tape recorder to record their responses to the questions you have set will allow them to concentrate on their replies rather than struggling with writing and spelling.

Extension

More able people will be able to show their knowledge and skills by their response to the task.



Name: _____

Date: _____

Islam assessment

Questions

Answer these questions by explaining what you believe and how it helps you know how to live your life:

- Which of the five pillars of Islam means something in your life and how does it affect the way you live?
- What is the one belief that you would shout out as Bilal, the first muezzin, shouted? Why is that belief so important to you? How does it affect the way you live your life?



