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Islam & Citizenship
EDUCATION

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Developing a Citizenship Curriculum through an Islamic Perspective

Building Akhlaq, Adhab and Tahdhib



Key Stage 3



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Foreword

Dear Brothers and Sisters

Assalam Alaikum

We are delighted to write the foreword to what has been a fascinating, worthwhile and significant education project.

The Islam and Citizenship Education (ICE) project began in January 2008, and the first phase ended in July 2009.

During this time the project has evolved, developed and thrived. We have been involved in various and different capacities throughout as members of the advisory and validation boards, as madrasah teachers, always as critical friends.

You only have to examine the lessons provided and the guidance given to see how successful the project has been; the lessons are there to be adapted and used at your discretion, and we hope that you find them a helpful addition to your madrasah curriculum.

Not only is there a very successful product; the processes involved in lesson preparation are also crucially important to the outcome. Throughout the project team, Maurice Irfan Coles, Khalid Mahmood and Rukhsana Rana have established a culture of openness, critical friendship and good humour. They have modelled the best principles of Islamic discourse.

The whole project has proactively involved 30 madrasahs in six areas of England, ably led by a lead in each area. All teachers, students and some parents involved have provided feedback on the lessons, which in turn have led to amendments to achieve this final version.

In addition, the advisory and validation board, consisting of scholars and organisations from both Sunni and Shia schools of thought have monitored and advised at every step. A final large validation board came together to amend, approve and validate all the lessons provided.

We commend these lessons to you and hope, Inshallah, that they will help you in achieving that excellence of character (Akhlaq) for which we all strive.

Jazakallah khair

Allama Muhammad Shahid Raza
Syed Fadhil Bahrululoom
Shaykh Ibrahim Mogra



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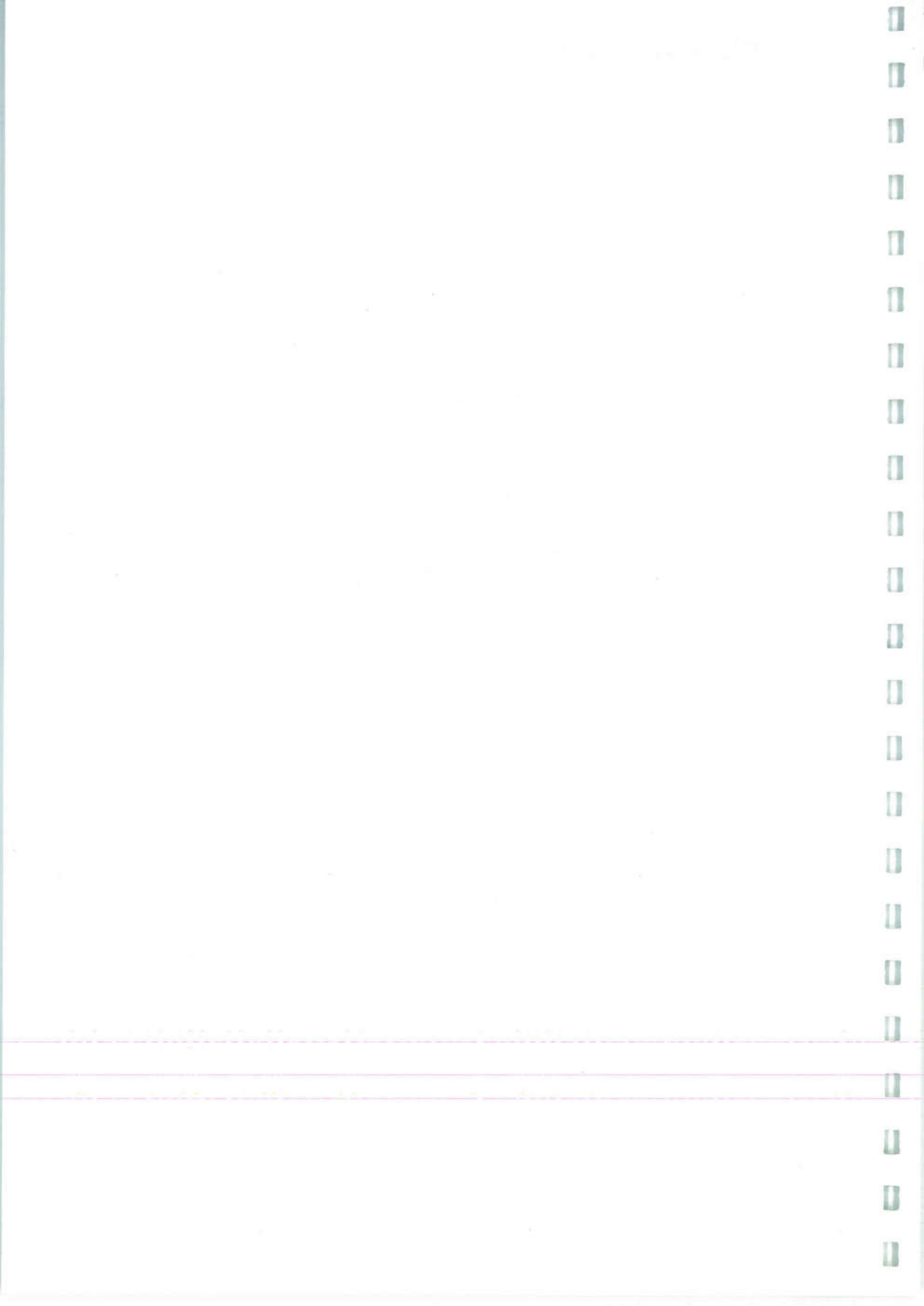


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Introduction

Dear Colleagues,

It gives us enormous pleasure to welcome you to the ICE programme, which offers a variety of resources for you to use.

These include 44 lessons in printed form; a further six lessons can be downloaded from our website. The Programme Director's discussion paper *Islam, Citizenship and Education – When Hope and History Rhyme* is also available online.

You can print and copy all the resources free of charge. You can use them for research, training and education purposes. Copyright, however, remains with the Crown (the British government), as they financed the project. If you use them, you must acknowledge where you got the materials from, but you cannot use them for commercial gain. If you amend or adapt them, you must let the ICE team know, as we want the materials to be used as widely as possible and are always grateful for any suggested improvements. For any other use, please email contact@theiceproject.com.

We thought it would be helpful to provide a brief contextual statement so that you can understand the background to this programme. Funding was generously provided by the Department for Children, Schools and Families (DCSF) and Communities and Local Government (CLG).

The key to its success, however, has been the active involvement, guidance and material approval by a wide range of Muslim communities. Every lesson, every Qur'anic quote and every hadith used has been discussed, piloted and finally approved by a range of Britain's finest scholars.

The lessons have been trialed, tested and commented on by over 30 madrasahs in six areas of England. Pupils, parents, teachers, and education professionals have commented critically on all aspects. The lessons that you now have online are the product of all this openness and support, an openness which we believe genuinely reflects the essence of an Islamic discourse that is over 1,400 years old.

It is no exaggeration to say that this is ground-breaking work. We have taken the national citizenship programmes of study that English schools use and added the Islamic guidance. Our approach is essentially to teach citizenship values through the Islamic perspective. Our overarching conclusion is clear: citizenship values and Islamic values are broadly compatible. Indeed, all participants agreed that to be a good Muslim is to be a good citizen.

Our 50 lessons (25 for Key Stage 2, 9 to 11 year olds, and 25 for Key Stage 3, 11 to 14 year olds) come with guidance and with a series of questions and answers designed to provide a better understanding of citizenship values. The number of madrasah teachers, scholars and imams involved in this project has been enormous. It has been a genuine privilege for us to work with a range of Sunni and Shi'a scholars and teachers, who have offered Islamic guidance and critical insights.

Special thanks are due to the Nasiha Project, the TIDE (Teachers and Development Education) and the Citizenship Foundation, which provided many insights and upon whose work we have gratefully built. We are particularly grateful to the IHNA Education, Building Bridges Pendle, who kindly allowed us to use and adapt some of their truly pioneering materials. We are also thankful to the Muslim Council of Britain, Muslim College, the British Muslim Forum, Ahlul-Bayt Foundation, Mosques and



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Terms

Brainstorm: A quick way of seeing what pupils know/think/feel about a topic. Notes are normally written down by a pupil or a teacher.

Clustering: A way of ordering brainstormed ideas so that they are placed into groups of ideas, rather than a simple list.

Feedback: Taking and sometimes recording the thoughts/ideas/work of your students after you have set them a task.

Pace of a lesson: How much time you allocate for each activity and whether this is sufficient, too much or too little.

Content: What you are actually going to teach. Many of the lesson notes require you to make a choice, especially of the Qur'anic references and the ahadith.

Questions: There are two major types – open and closed. Open questions are designed to stimulate thought and discussion, for example: 'What is citizenship?' Closed questions have a right or wrong answer, often yes/no, and do not provoke any real discussion, for example: 'Which surahs promote reflection?' Keep closed questions to a minimum, or try to turn them into open questions – for example: 'Did you enjoy the lesson?' could get a yes/no response. 'What did you enjoy about the lesson?' invites a deeper and more meaningful answer.

Frequently Asked Questions

Do I have to understand all about citizenship before I start teaching these materials?

No, nobody does. Do not pretend to know everything about citizenship, and seek advice if in doubt. You may find it helpful to read Maurice Irfan Coles' discussion paper (available on the ICE website) as it covers all the key areas.

Do I need training in the programme before I start?

No, it is not required, but we strongly advise your madrasah follows the training notes online and on DVD. We are happy to answer any questions about the ICE training. You can, of course, follow the training notes by yourself, but it is often helpful to have a colleague to discuss them with.

What if I don't know the answer to any of the questions?

If you cannot answer a question, make a note of it and send it to us or ask others who are involved in using the materials.

Do I have to complete all the lessons for each key stage?

No, but we strongly advise you do the first three lessons in order because these include the key skills that students will develop in the course of the programme. If you wish, you can choose which other lessons you want to teach.

Do I have to follow all the lesson activities outlined?

No, but you may find it helpful to do so. Again, the evaluations told us that those who benefited most followed the course of study. The amount of material you cover will depend on your pace and on your class. You can adapt the materials as you go along to suit your own circumstances if you wish.

Can pupils take home the Pupils' Activity Sheets?

Yes, if you wish. We try to encourage this, as so much learning these days takes place outside the formal classroom setting.

Do I have to start each lesson with a recap?

It is very helpful because it reminds you and your pupils of previous learning.

Do I have to follow the instructions precisely? If the lesson plan says, for example, divide the class into groups of four or into small groups, do I have to? Or can we stay as a whole class?

It depends on the size and nature of your class and on the size of the classroom. Wherever possible, try to follow the instructions, but be adaptable.

You have suggested that selected pupils read the Qur'anic verses and the ahadith. What if I don't have anybody suitable?

In this case, please read them yourself and get all the pupils to recite them aloud.

How long should I spend on each lesson?

We recommend an hour for each lesson and you will need to adapt the lesson to fit the time.

What if the lesson timing goes wrong – can I continue next week?

Yes, but that will throw out the timings and you may need to revise the teaching programme.



What if the lesson does not capture the pupils' imagination at all and we have finished early – can we do something else?

Yes, you can choose to do something else. Our evaluations showed, however, that some lessons needed more rather than less time.

Can I use the Key Stage 2 materials for Key Stage 3?

We would discourage this, but the whole programme is designed to be as flexible as possible and you need to fit your lessons to suit the students you have.

Do I have to use all the materials?

If you wish to, you are at liberty to do so. You can, however, make a choice.

Do I have to use both Sunni and Shia references?

It is entirely up to your madrasah. We have used ahadith that scholars have agreed are acceptable to both Sunni and Shi'ah traditions. You may wish to compare the two schools of thought, or use only one.

Which Qur'an translations have you used and why have you not always quoted the complete ayah?

In the course of the trials we used a number of different translations. The scholars decided that, given the ages of the pupils, it was best to extract the key message from any one ayah, so the translations are as close to the original as possible but are not literal. For that reason we decided to include only the key messages rather than translate every word.

Will I need to do much preparation?

It is advisable to make sure you know what you are doing in advance, to read the materials, and to think about the lessons. Even if you read them just before you teach, that is preferable to not looking at the materials at all.

Where do I go for advice?

The Leicester-based ICE team will be happy to answer any questions, preferably by email – but we will respond to telephone enquiries too.

Will the pupils be offered a certificate for the work they have done?

Everybody will be given a certificate of participation, a copy of which you can download. We are exploring teacher certification in the longer term.

(Age group 11 to 14)

Lesson 1: What is Citizenship?

- ▶ To understand the nature of the Islam and Citizenship Education (ICE) project and the pupils' role within it
- ▶ To discuss what pupils know about citizenship
- ▶ To begin to explore citizenship from an Islamic perspective

Lesson 2: Guidelines for Engaging in Dialogue

- ▶ To explore the ground rules for engaging in dialogue
- ▶ To explain that these ground rules apply whenever you are engaging in dialogue
- ▶ To understand that Islam encourages dialogue in order to seek the truth and to build relationships

Lesson 3: Critical Enquiry and Research

- ▶ To provide students with research and enquiry skills
- ▶ To establish that Islam encourages research and enquiry

Lesson 4: School Council and Shura

- ▶ To explore the nature of citizenship in the context of the school and to show that this is similar to what goes on in local and national government
- ▶ To provide some examples of shura and show how this helps to build a stable and happy community

Lesson 5: Active Citizenship

- ▶ To discuss and understand 'active citizenship'
- ▶ To demonstrate that active citizenship is part of the Islamic tradition
- ▶ To explore the relationship between British Muslims and the global Muslim community – the ummah

Lesson 6: Volunteering and Giving Charity

- ▶ To understand why volunteering and giving charity is important for Muslims
- ▶ To appreciate that volunteering and charity are key components of good citizenship

Lesson 7: Dealing with Racism

- ▶ To understand that Islam and citizenship condemn all forms of racism and teach equality for all humanity
- ▶ To examine Prophet Muhammed's sermon (at Arafat) as a perfect vehicle for these teachings

Lesson 8: Equality Issues: Role of Men and Women

- ▶ To know that Islam and citizenship insist on gender equality
- ▶ To explore what Islam says about the rights and responsibilities of men and women in the modern world

Lesson 9: Resolving Conflict

- ▶ To understand the nature of conflict
- ▶ To teach a range of techniques about settling conflicts in a friendly way
- ▶ To learn the Islamic method of resolving conflict



Lesson 10: Dealing with Conflict

- ▶ To reinforce the idea that conflicts should be resolved peacefully
- ▶ To learn about the meanings of the word 'jihad'
- ▶ To learn Islam and the Geneva Convention lay down very strict rules about the conduct of war
- ▶ To reinforce the command that suicide is haram

Lesson 11: Tolerance, Respect and Love for Humanity

- ▶ To understand the concept of tolerance, respect and love for humanity
- ▶ To learn that tolerance, respect and love are qualities of a good Muslim and are key citizenship values

Lesson 12: Community Cohesion

- ▶ To understand that Britain is made up of diverse religious, ethnic and cultural communities
- ▶ To learn that diversity should be seen as a unifying, and not a divisive force
- ▶ To understand that different communities have valuable contributions to make towards the betterment of society
- ▶ To understand what the term 'community cohesion' means

Lesson 13: The Constitution of Medina – A Multi-faith Society

- ▶ To learn about the world's first attempt to lay down the principles for a multi-faith society
- ▶ To appreciate that Prophet Muhammad ﷺ encouraged all people living in Madinah to exercise their rights and fulfil their responsibilities

Lesson 14: Living and Working with Others

- ▶ To understand that Islam teaches tolerance and respect towards people of all faiths and those of no faith
- ▶ To examine the multi-faith nature of the UK population

Lesson 15: British or Muslim, or British Muslim?

- ▶ To understand that individuals have multiple identities, and we should not have to choose one identity over another
- ▶ To understand there are religious, ethnic, cultural and national identities
- ▶ To understand that Islam teaches that no nation is better than another, but the best are those that are righteous

Lesson 16: Diversity within Islam

- ▶ To understand that there is diversity within Islam
- ▶ To learn that good Muslims do not look down on other Muslims, regardless of the groups they belong to
- ▶ To understand that Islam encourages us to celebrate similarities and respect differences

Lesson 17: Rights and Responsibilities

- ▶ To understand the difference between 'rights' and 'responsibilities'
- ▶ To highlight the different ways Muslims can enjoy their rights and fulfil their responsibilities
- ▶ To learn that the government has constitutional rights over, and responsibilities towards, its citizens

Lesson 18: Islam and the Environment

- ▶ To teach that we all have a responsibility for protecting the environment
- ▶ To understand that we need to preserve the earth's resources for future generations
- ▶ To show gratitude for God's blessings by using natural resources wisely

Lesson 19: Law and Order

- ▶ To explore the importance of law and order in society
- ▶ To understand that Muslims, like everybody else, should be law-abiding citizens
- ▶ To establish that law and order is a fundamental part of Islam

Lesson 20: Understanding Democracy

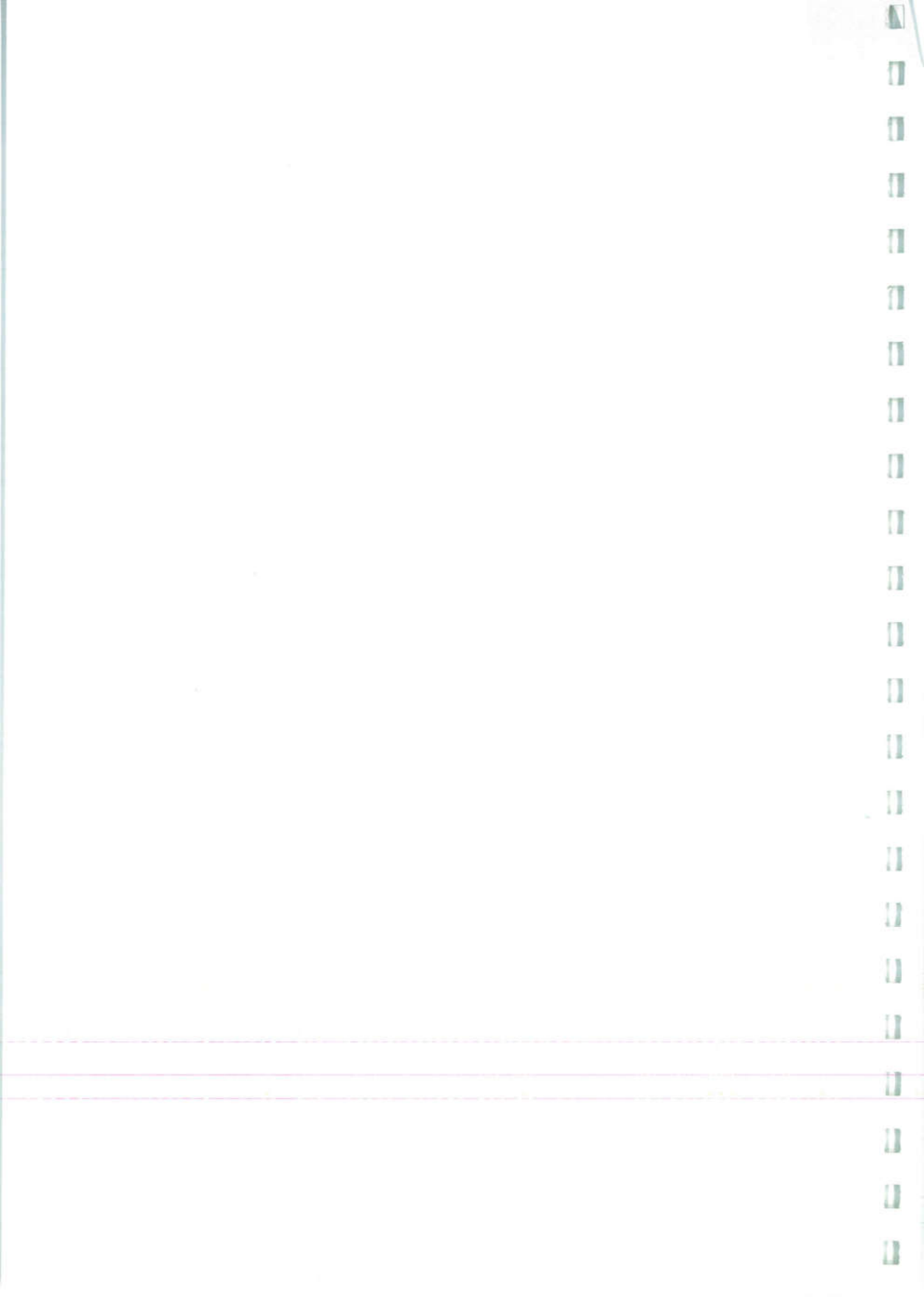
- ▶ To find out what democracy is
- ▶ To discuss our role in a democratic society

Lesson 21: Informed decisions and Responsible Actions

- ▶ To understand how to make informed decisions and to take responsible actions
- ▶ To learn that Islam encourages us to research and seek the truth

Lesson 22: Good Muslim, Good Citizen

- ▶ To bring together the learning from previous lessons
- ▶ To understand that to be a good Muslim is to be a good citizen



What is Citizenship?

Suggested Duration: 60 minutes

Learning Objectives

- ▶ To understand the nature of the Islam and Citizenship Education (ICE) project and the pupils' role within it
- ▶ To discuss what pupils know about citizenship
- ▶ To begin to explore citizenship from an Islamic perspective

Key Words

- ▶ Citizenship, responsibility, participation

Islamic Values

Islam encourages us to know and understand each other's communities and to look after each other, regardless of our faith, as a shepherd would look after their sheep, and to serve the common good.

Citizenship Values

Citizenship encourages: active participation to help everybody; knowledge of one's rights and responsibilities; service to the community; and respect for all.



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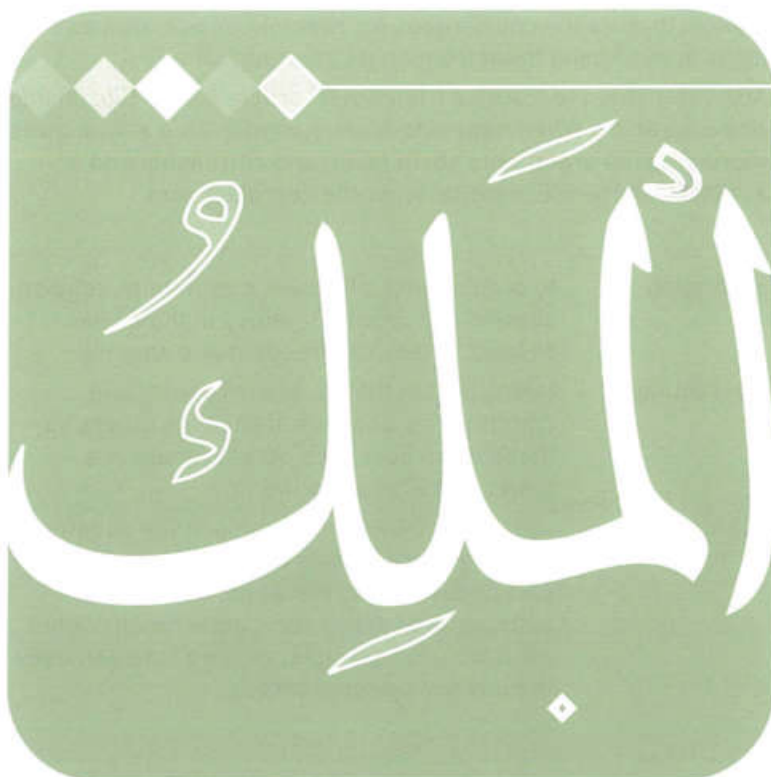


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Resources

Pupils' Activity Sheet 3.0101:
Aims of the ICE Project
Pupils' Activity Sheet 3.0102:
Lesson Objectives

Pupils' Activity Sheet 3.0103:
What is Citizenship?

Pupils' Activity Sheet 3.0104:
ICE Definition of Citizenship

Activities

Welcome pupils to the Islam and Citizenship Education (ICE) project.

Using Pupils' Activity Sheet 3.0101, explain the aims of the ICE project.

Share the lesson objectives.

A Starter Activity

Ask pupils what they think citizenship is all about. Use the following statements to initiate discussion.

Is citizenship about:

- ▶ what we eat in the UK?
- ▶ learning about the geography of a city?
- ▶ being a good person?
- ▶ learning about the rights of others?
- ▶ learning about one's responsibilities?
- ▶ taking part in politics?

Take feedback, and emphasise that citizenship is about all aspects of life.

B Development

Activity 1: What is Citizenship?

Ask pupils to work in groups and list five things they think citizenship is about. Ask them to use Pupils' Activity Sheet 3.0103.

Take feedback.

Activity 2: ICE Definition of Citizenship

Introduce the ICE definition of 'citizenship'.

Read through the definition of citizenship, and introduce the term BIRR (B=Belonging, I=Interacting, R=Rights, R=Responsibilities). Each of these terms is discussed in this lesson.

Note that the word BIRR in the Qur'an refers to goodness and the common good.

Explain that, as the course goes on, they will unpick all these ideas and examine them from an Islamic point of view.

Also refer them to Maurice Irfan Coles' article *Islam, Citizenship and Education: When Hope and History Rhyme*. This article gives more detailed arguments about Islam and citizenship and is available on the ICE website: www.theiceproject.com.

Belonging	to our country, city, town, community, religion; sharing our country's values in things like respect, tolerance, freedom and equality.
Interacting	taking part in the life of our country and communities and interacting with others so that we can help each other to make it a better place for all to live in.
Rights	your right to live and worship in the country freely, give your views on political issues, take part in democratic elections; the right to justice and to democracy; government rights over you – for example, making sure you obey the law and pay your taxes.

Responsibilities responsibilities towards each other, caring for the environment, caring for other people, not interfering with the rights of others, obeying the law, going to school; government responsibilities – for example, spending your taxes in an appropriate way on such things as health care, schools and security; and protecting the rights of citizens – for example, ensuring you can live and speak freely and worship peacefully.

Resources

Ask pupils the following questions and encourage them to refer back to the BIRR definition for answers:

- ▶ Where do you belong?
- ▶ What do you do to make your school/home/neighbourhood a better place?
- ▶ What are your rights?
- ▶ What are your responsibilities?

Activity 3: Islamic Guidance

Ask a pupil to recite the following verses. Explain the meaning.

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَى
جَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ
عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

'O mankind! We created you from a male and a female and we made you into nations and tribes so that you may know each other; the most noble of you in the sight of God is the one who is the most righteous. Indeed God is All-knowing, All-aware.'
(Surat al-Hujurat 49:13)

Explain that it is God's wish that we are different and have different backgrounds. It is His wish for us to make an effort to know and understand different communities. The best of all our communities are those that remember God the most.

Question: Why do you think God says that the best of us are the most righteous, rather than the best of us are Arabs or English people?

Suggested answer: God is telling us that all mankind is equal, regardless of their ethnicity, but those who are righteous and God-conscious are best in the sight of God.

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى
الْإِثْمِ وَالْعُدْوَانِ

'...And help each other in good and righteousness, and do not help each other in sin and aggression...' (Surat al-Ma'idah 5:2)

Question: What does the Qur'an mean by this?

Suggested answer: The Qur'an guides us to help each other in good deeds. Citizenship is about helping each other, and respecting people's right to hold different views and freedom.

'Every one of you is a shepherd and each of you will be asked about the people you are responsible for.' (Bukhari)

Pupils' Activity Sheet 3.0105:
Islamic Guidance

Resources

Pupils' Activity Sheet 3.0106:
Feedback

Pupils' Activity Sheet 3.0107:
Follow-up Worksheet

Question: Why did Prophet Muhammad ﷺ compare each of us with a shepherd? Are you therefore a shepherd? Who are you responsible for?

Suggested answer: By 'shepherd', Prophet Muhammad ﷺ meant that each of us takes on the role of a carer, whether this is within our home, community or country.

Iman Hassan Ibn Ali said: *'Treat others similar to the way you would like them to treat you.'* (Bihar al-Anwar)

C Plenary

Sum up the key points of the lesson.

Refer them to the Key Stage 3 Programme of Study and share the lesson titles with the pupils. Ask which lessons they are most looking forward to and why.

Ask pupils how they feel about taking part in the project and what they are hoping to learn.

Tell pupils that there are 22 lessons in total.

Take feedback using Pupils' Activity Sheet 3.0106.

Suggested Follow-up Work

Give instructions for follow-up work:

Make a list of things you are responsible for at home, at school, at your madrasah, in the playground and within your community. Use Pupils' Activity Sheet 3.0107 to report back.

Aims of the Islam and Citizenship Education (ICE) Project

The ICE project aims to:

- ▶ educate children and young people about their roles and responsibilities as Muslims within British society
- ▶ encourage children and young people to link and share experiences they have in their madrasahs and schools
- ▶ make children and young people aware that to be a good Muslim you need to be a good citizen and vice versa
- ▶ take on board any comments, suggestions and recommendations made by children and young people about the ICE materials.



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ICE Definition of Citizenship

Belonging	to our country, city, town, community, religion; sharing our country's values in things like respect, tolerance, freedom and equality.
Interacting	taking part in the life of our country and communities and interacting with others so that we can help each other to make it a better place for all to live in.
Rights	your right to live and worship in the country freely, give your views on political issues, take part in democratic elections; the right to justice and to democracy; government rights over you – for example, making sure you obey the law and pay your taxes.
Responsibilities	responsibilities towards each other, caring for the environment, caring for other people, not interfering with the rights of others, obeying the law, going to school; government responsibilities – for example, spending your taxes in an appropriate way on such things as healthcare, schools and security; and protecting the rights of citizens – for example, ensuring you can live and speak freely and worship peacefully.

Islamic Guidance

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَى
جَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ
عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

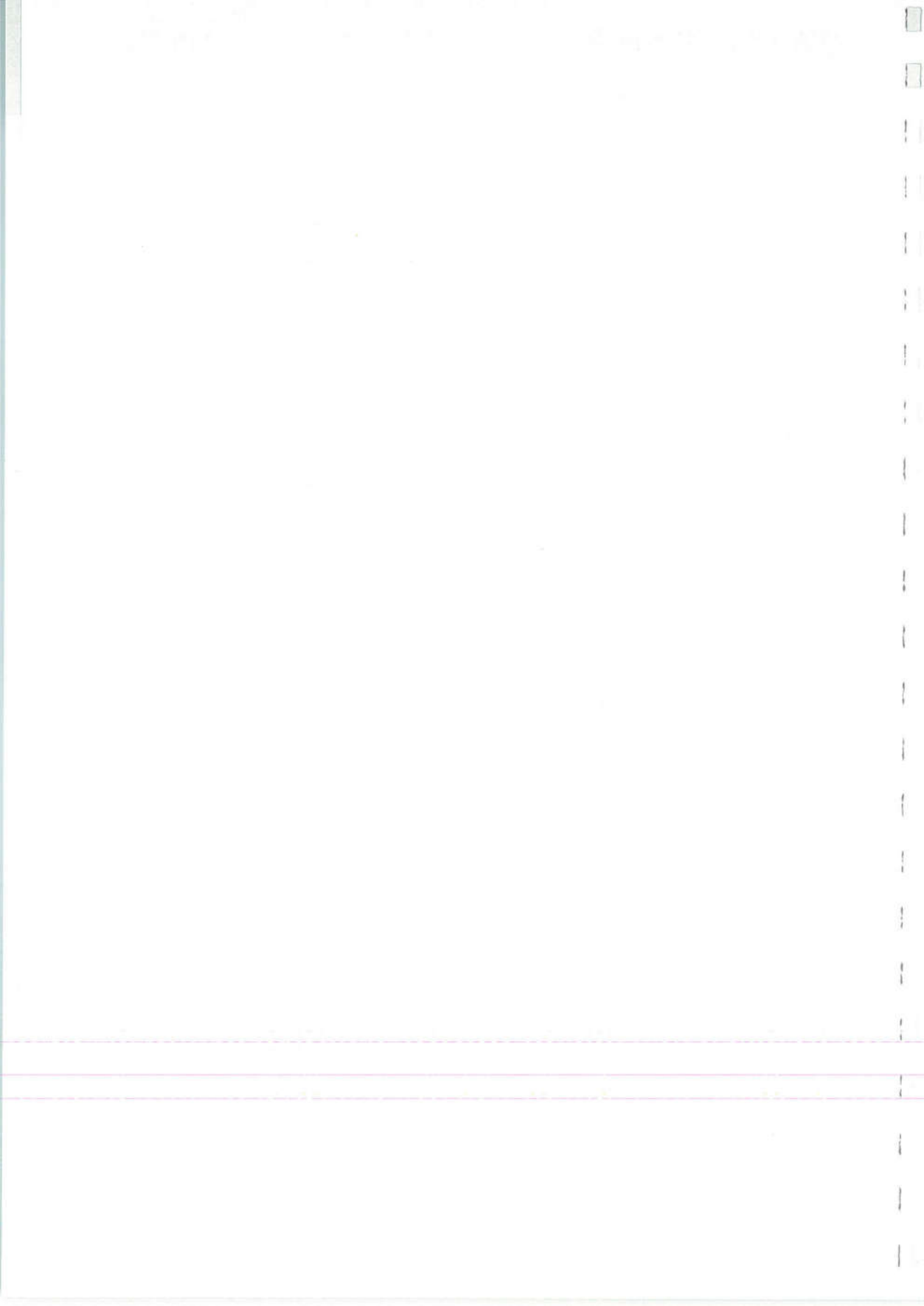
'O mankind! We created you from a male and a female and We made you into nations and tribes so that you may know each other; the most noble of you in the sight of God is the one who is the most righteous. Indeed God is All-knowing, All-aware.'
(Surat al-Hujurat 49:13)

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى
الْإِثْمِ وَالْعُدْوَانِ

'...And help each other in good and righteousness, and do not help each other in sin and aggression...' (Surat al-Ma'idah 5:2)

'Every one of you is a shepherd and each of you will be asked about the people you are responsible for.' (Bukhari)

Imam Hassan Ibn Ali said: *'Treat others similar to the way you would like them to treat you.'*
(Bihar al-Anwar)



Guidelines for Engaging in Dialogue

Suggested Duration: 60 minutes

Learning Objectives

- ▶ To explore the ground rules for engaging in dialogue
- ▶ To explain that these ground rules apply whenever you are engaging in dialogue
- ▶ To understand that Islam encourages dialogue in order to seek the truth and to build relationships

Key Words

- ▶ Dialogue, ground rules, common ground, manners, agree to differ

Islamic Values

Islam encourages dialogue and the building of strong relationships between different people.

Citizenship Values

Citizenship encourages dialogue, listening, understanding others and coming to common agreements.



Resources

Pupils' Activity Sheet 3.0201:
Lesson Objectives

Pupils' Activity Sheet 3.0202:
Ground Rules

Pupils' Activity Sheet 3.0203:
Definition of Dialogue

Activities

Ask some quick questions to recap the last lesson.

Ask pupils what five things they learnt about citizenship in the last lesson. What did they learn about Islam and citizenship?

A Starter Activity

Ask pupils what sort of *adab* (behaviour/attitude/manners) they follow when talking to their parents and elders. Would their behaviour be the same when talking to their friends or brothers and sisters? Should they follow the same *adab* at school?

Take quick feedback and share the lesson objectives.

B Development

Activity 1: Agreeing Ground Rules for Engaging in Dialogue

Ask pupils if they have ever had to agree upon a set of rules that would govern their behaviour in class – for example, 'Listen while someone is speaking' or 'No shouting'. Explain that these are known as 'ground rules'.

Ask pupils to work in small groups and develop a set of rules for how they would behave together, especially when talking and listening. Give them ten minutes for the activity and ask them to choose a spokesperson to give feedback.

Take feedback, work out the common elements and then write up the agreed ground rules, which can be displayed in the classroom.

Pupils might suggest the following:

- ▶ arriving on time
- ▶ respecting health and safety regulations
- ▶ switching off mobile phones
- ▶ not interrupting fellow students
- ▶ respecting other people's contributions
- ▶ only having one conversation at a time in the class.

Explain that discussing and working in this way is a constructive way of engaging in dialogue.

Activity 2: Definition of Dialogue

Ask pupils to define the word 'dialogue'. Take feedback and then offer the following definition (as in Pupils' Activity Sheet 3.0203).

Having a dialogue requires the following:

- ▶ listening carefully to each other
- ▶ attempting to understand each other's point of view
- ▶ responding politely
- ▶ attempting to come to a common agreement.

Finally, if a common agreement cannot be reached, the dialogue should end with: 'Let's agree to disagree.'

Ask: What happens during a healthy dialogue? Take feedback and offer the following suggestions.

In a healthy dialogue:

- ▶ information is exchanged
- ▶ stories and experiences are shared
- ▶ viewpoints are clarified
- ▶ participants listen in order to understand each other, with the aim of coming up with solutions to problems.

Activity 3: Islamic Guidance

Ask a pupil to recite the following verses. Explain the meaning.

قُلْ يَا أَهْلَ الْكِتَابِ تَعَالَوْا إِلَى كَلِمَةٍ سَوَاءٍ
بَيْنَنَا وَبَيْنَكُمْ

'Say, O People of the Book! Come now to a word agreed upon between us and you...' (Surat Alee Imran 3:64)

Explain that this verse encourages Muslims to engage in dialogue with others. The Qur'an also teaches us ways of engaging in dialogue, for example, to look for similarities and common ground as a starting point.

وَلَا تَسُبُّوا الَّذِينَ يَدْعُونَ مِنْ دُونِ اللَّهِ
فَيَسُبُّوا اللَّهَ عَدْوًا بِغَيْرِ عِلْمٍ

'And do not insult those who worship other than God, because they may insult God in a hostile way without knowledge...' (Surat al-An'am 6:108)

Question: Should we make fun of anybody or their religion?

Suggested answer: No, because if we make fun of other people and their religion they will also do the same to us.

'God will not be kind to him who is not kind to people.'
(Bukhari)

Here the word 'people' includes Muslims and non-Muslims. A Muslim is told to be kind to all people, regardless of their religion, colour or race. Being kind includes listening and talking politely to each other and trying to understand the views of the other person.

'Your soul is always attracted to impoliteness, and you are supposed to be polite. One's self naturally opposes you, but you must try to prevent it from doing evil deeds. If you let yourself go, you will be a partner in the corruption that follows. If you aid yourself in following selfish desires, you are a partner in spiritually killing your own soul.' (Mishkat al-Anwar)

Question: What do you think will happen to those who are not kind to other people?

'All creation is God's family and the best in God's sight is the one who benefits his family.' (Muslim)

Suggested answer: Muslims have distinct beliefs and practices, but they are part of the human family and therefore must respect and be kind to all human beings, since they are also part of God's family. This hadith tells us of the unity of mankind.

Resources

Pupils' Activity Sheet 3.0204:
Islamic Guidance

Resources

Pupils' Activity Sheet 3.0205:
Feedback

Pupils' Activity Sheet 3.0206:
Follow-up Worksheet

C Plenary

Sum up the lesson and stress the following:

- ▶ Today we have agreed a set of ground rules.
- ▶ We have all agreed to follow these rules, especially when it comes to talking and listening to each other.
- ▶ We have learnt that citizenship teaches us to do this and to try and agree upon a way forward as a result of discussion.
- ▶ We know now that this is what we are required to do as Muslims.
- ▶ We must listen politely and try to understand the other person's point of view, even though it may be very different from our own.

Take feedback using Pupils' Activity Sheet 3.0205.

Suggested Follow-up Work

Give instructions for follow-up work:

Think of a time when you were talking with your friends or family when you listened politely and attentively.

Now think of a time when everybody was arguing with each other and not listening.

Which of these two occasions do you think was the best?

Give three reasons why.

Use Pupils' Activity Sheet 3.0206.

Lesson Objectives

- ▶ To explore the ground rules for engaging in dialogue
- ▶ To explain that these ground rules apply whenever you are engaging in dialogue
- ▶ To understand that Islam encourages dialogue in order to seek the truth and to build relationships



Ground Rules

Working in small groups, develop a set of rules that you will follow, especially when talking and listening.

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Definition of Dialogue

Dialogue is:

- ▶ listening carefully to each other
- ▶ attempting to understand each other's point of view
- ▶ responding politely
- ▶ attempting to come to a common agreement.

Finally, if a common agreement cannot be reached, the dialogue should end with: 'Let's agree to disagree.'

Islamic Guidance

قُلْ يَا أَهْلَ الْكِتَابِ تَعَالَوْا إِلَى كَلِمَةٍ سَوَاءٍ
بَيْنَنَا وَبَيْنَكُمْ

'Say, O People of the Book! Come now to a word agreed upon between us and you...'
(Alee Imran 3:64)

وَلَا تَسُبُّوا الَّذِينَ يَدْعُونَ مِنْ دُونِ اللَّهِ
فَيَسُبُّوا اللَّهَ عَدْوًا بِغَيْرِ عِلْمٍ

'And do not insult those who worship other than God, because they will insult God in a hostile way without knowledge...' [Surat al-An'am 6:108]

'God will not be kind to him who is not kind to people.' (Bukhari)

'Your soul is always attracted to impoliteness, and you are supposed to be polite. One's self naturally opposes you, but you must try to prevent it from doing evil deeds. If you let yourself go, you will be a partner in the corruption that follows. If you aid yourself in following selfish desires, you are a partner in spiritually killing your own soul.' (Mishkat al-Anwar)

'All creation is God's family and the best in God's sight is the one who benefits his family.' (Muslim)

Feedback

Lesson Title: Guidelines for Engaging in Dialogue

Name:

Madrasah/Organisation:

Today I have learnt about:

As a result of this lesson I have learnt that a good Muslim should:

I am going to follow up this topic in my home/school/community by:

Follow-up Worksheet

Lesson Title: Guidelines for Engaging in Dialogue

Name:

Madrasah/Organisation:

Task:

Think of a time when you were talking with your friends or family when you listened politely and attentively.

Now think of a time when everybody was arguing with each other and not listening.

Which of these two occasions do you think was the best? Give three reasons why.

Write your answer here.

Critical Enquiry and Research

Suggested Duration: 60 minutes

Learning Objectives

- ▶ To provide students with research and enquiry skills
- ▶ To establish that Islam encourages research and enquiry

Key Words

- ▶ Research, enquiry, following blindly, reflection and understanding, fiqh (understanding/enquiry), reliable

Islamic Values

Islam teaches us that we must reason, observe and reflect on people and things around us before coming to any conclusions, and that we must not follow blindly.

Citizenship Values

The skills of critical enquiry and research are a key part of citizenship education and are necessary to make informed decisions.



Resources

Pupils' Activity Sheet 3.0301:
Lesson Objectives

Pupils' Activity Sheet 3.0302:
Showroom Robbery – 1

Pupils' Activity Sheet 3.0303:
Showroom Robbery – 2

Pupils' Activity Sheet 3.0304:
Research Skills

Activities

Ask some quick questions to recap the last lesson:

- ▶ What ground rules do you remember about engaging in dialogue?
- ▶ What does Islam teach us about engaging in dialogue?

Take feedback and share the lesson objectives.

A Starter Activity

Ask pupils: When you want to find out about something, where do you go and who do you talk to?

Take feedback. Suggestions may include friends, family, teachers, internet and books. List all suggestions.

Ask pupils how they would know whether the source of information is reliable and how they would verify that.

They might say that it is from a reliable source because it comes from a teacher, an `alim, an `alimah or a person of knowledge.

B Development

Activity 1: Asking Questions

You have suggested how you would establish the reliability of the source of information. There are a number of other questions that might help you to find the truth or accuracy about something.

Tell pupils that the local car showroom has been robbed and the police have arrived. What questions would they ask to investigate the robbery? They should use Pupils' Activity Sheet 3.0302 to record their answers in groups.

Explain that the exercise they have done is an example of 'research' and asking questions is a way of gathering information. This is called 'enquiry' and is something that you would do in order to find out new information that would help you to understand a subject or issue. Sometimes you are searching for factual information. At other times you might be finding out about people's opinions and views. Research is based upon a spirit of enquiry, of asking key questions.

Take feedback and then introduce the 'six best friends of Charles Dickens': what, why, how, when, where and who. Explain: You will have heard of Charles Dickens – the famous Victorian writer who wrote books such as *David Copperfield* and *Great Expectations*. He called 'what, why, how, when, where and who' his 'six best friends'.

Now give pupils a copy of Pupils' Activity Sheet 3.0303, which gives some examples of how they can use what, why, how, when, where and who to find out more about the robbery.

Activity 2: Research and Enquiry

Ask pupils, in groups, to research the method used to establish the beginning times of the five daily prayers. Who would you ask? What would you ask? Where would you go to find this information? How would you know if it was accurate? Ask pupils to use Pupils' Activity Sheet 3.0304.

The pupils might say imam, parents, teachers, madrasah teacher; they might also say they would undertake some research in an Islamic textbook on fiqh.

Take feedback.

Introduce the concept of 'fiqh', which literally means understanding and enquiry. Through the concept of fiqh, Islam encourages us to research and enquire.

Activity 3: Islamic Guidance

Ask a pupil to recite the following verses. Explain the meaning.

فَاسْأَلُوا أَهْلَ الذِّكْرِ إِنْ كُنْتُمْ لَا تَعْلَمُونَ

'...So ask the people of knowledge if you do not know.'
[Surat al-Anbiya' 21:7]

Question: Who are the people of knowledge? How do you become a person of knowledge?

هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ

'...Can those who have knowledge and those who do not have knowledge be equal?...' [Surat al-Zumar 39:9]

This demonstrates that people of knowledge can contribute to the betterment of humanity much more than people without knowledge.

أَفَلَا يَنْظُرُونَ إِلَى الْإِبِلِ كَيْفَ خُلِقَتْ وَإِلَى
السَّمَاءِ كَيْفَ رُفِعَتْ وَإِلَى الْجِبَالِ كَيْفَ
نُصِبَتْ وَإِلَى الْأَرْضِ كَيْفَ سُطِحَتْ

'Do they not look at the camels, how they are created? And at the sky, how it is raised? And at the mountains, how they are firmly fixed? And at the earth, how it is spread out?'
[Surat al-Ghashiyah 88:17-20]

Emphasise that the Qur'an is encouraging us to look around us and question how things were created.

It was this kind of encouragement that led early Muslims to observe nature keenly and understand more about it. In fact, Muslims were thus able to lay the foundations of modern science.

Question: Do you know:

- ▶ who founded modern surgery? (A Muslim called Al-Zahrawi)
- ▶ who started the first hospital? (Muslims in Cairo)
- ▶ who founded one of the earliest universities in Morocco? (Fatimah al-Fihri, in 859 CE)

Ask pupils if they know any contemporary Muslims who have made contributions to modern advancements.

'Knowledge is treasure, the key to which is questioning. So ask and God will have mercy on you. Indeed four people are rewarded: the questioner, the speaker, the listener and the one who admires them.' (Tuhaf al-'Uqul)

'Seeking knowledge is a duty upon every Muslim.' (Bukhari)

'The cure for ignorance is to question.' (Abu Dawud)

Resources

Pupils' Activity Sheet 3.0305:
Islamic Guidance

Resources

Pupils' Activity Sheet 3.0306:
Feedback

Pupils' Activity Sheet 3.0307:
Follow-up Worksheet

C Plenary

Sum up the lesson and stress that:

- ▶ Citizenship encourages the skills of research and enquiry, just as Islam does.
- ▶ To play an active part in the world you must do your best to understand it, to reflect upon it and to ask questions.
- ▶ There is a clear message in Islam: do not follow blindly, but seek the truth and seek knowledge.

Ask pupils to complete Pupils' Activity Sheet 3.0306.

Suggested Follow-up Work

Give instructions for follow-up work:

Read and reflect upon Surat al-Nahl 16:75–76. What did you learn from these verses? Write down your answer.

Visit the website www.muslimheritage.com to find out who invented soap, algebra and medical equipment.

Use Pupils' Activity Sheet 3.0307.

Lesson Objectives

- ▶ To provide students with research and enquiry skills
- ▶ To establish that Islam encourages research and enquiry



Showroom Robbery – 1

What questions would you ask to find out more about the showroom robbery?

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Showroom Robbery – 2

Questions you could ask to find out about the car showroom robbery include:

Question 1: **What** was taken?

Question 2: **What** time did it happen?

Question 3: **Who** did it?

Question 4: **Who** was present in the showroom?

Question 5: **Where** is the showroom?

Question 6: **Where** was the car parked?

Question 7: **When** did it happen?

Question 8: **How** did they enter the showroom?

Question 9: **Why** did they rob this showroom?

Question 10: **Why** did they take that particular car?

Research Skills

In groups, research the method used to establish the beginning times of the five daily prayers.

▶ Who would you ask?

▶ What would you ask?

▶ Where would you go to find this information?

▶ How would you know if it was accurate?

Islamic Guidance

فَاسْأَلُوا أَهْلَ الذِّكْرِ إِنْ كُنْتُمْ لَا تَعْلَمُونَ

'...So ask the people of knowledge if you do not know.' (Surat al-Anbiya' 21:7)

هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ

'...Can those who have knowledge and those who do not have knowledge be equal?...'
(Surat al-Zumar 39:9)

أَفَلَا يَنْظُرُونَ إِلَى الْإِبِلِ كَيْفَ خُلِقَتْ وَإِلَى
السَّمَاءِ كَيْفَ رُفِعَتْ وَإِلَى الْجِبَالِ كَيْفَ
نُصِبَتْ وَإِلَى الْأَرْضِ كَيْفَ سُطِحَتْ

'Do they not look at the camels, how they are created? And at the sky, how it is raised? And at the mountains, how they are firmly fixed? And at the earth, how it is spread out?'
(Surat al-Ghashiyah 88:17-20)

'Knowledge is treasure, the key to which is questioning. So ask and God will have mercy on you. Indeed four people are rewarded: the questioner, the speaker, the listener and the one who admires them.' (Tuhaf al-'Uqul)

'Seeking knowledge is a duty upon every Muslim.' (Bukhari)

'The cure for ignorance is to question.' (Abu Dawud)

Feedback

Lesson Title: Critical Enquiry and Research

Name:

Madrasah/Organisation:

Today I have learnt about:

As a result of this lesson I have learnt that a good Muslim should:

I am going to follow up this topic in my home/school/community by:

Follow-up Worksheet

Lesson Title: Critical Enquiry and Research

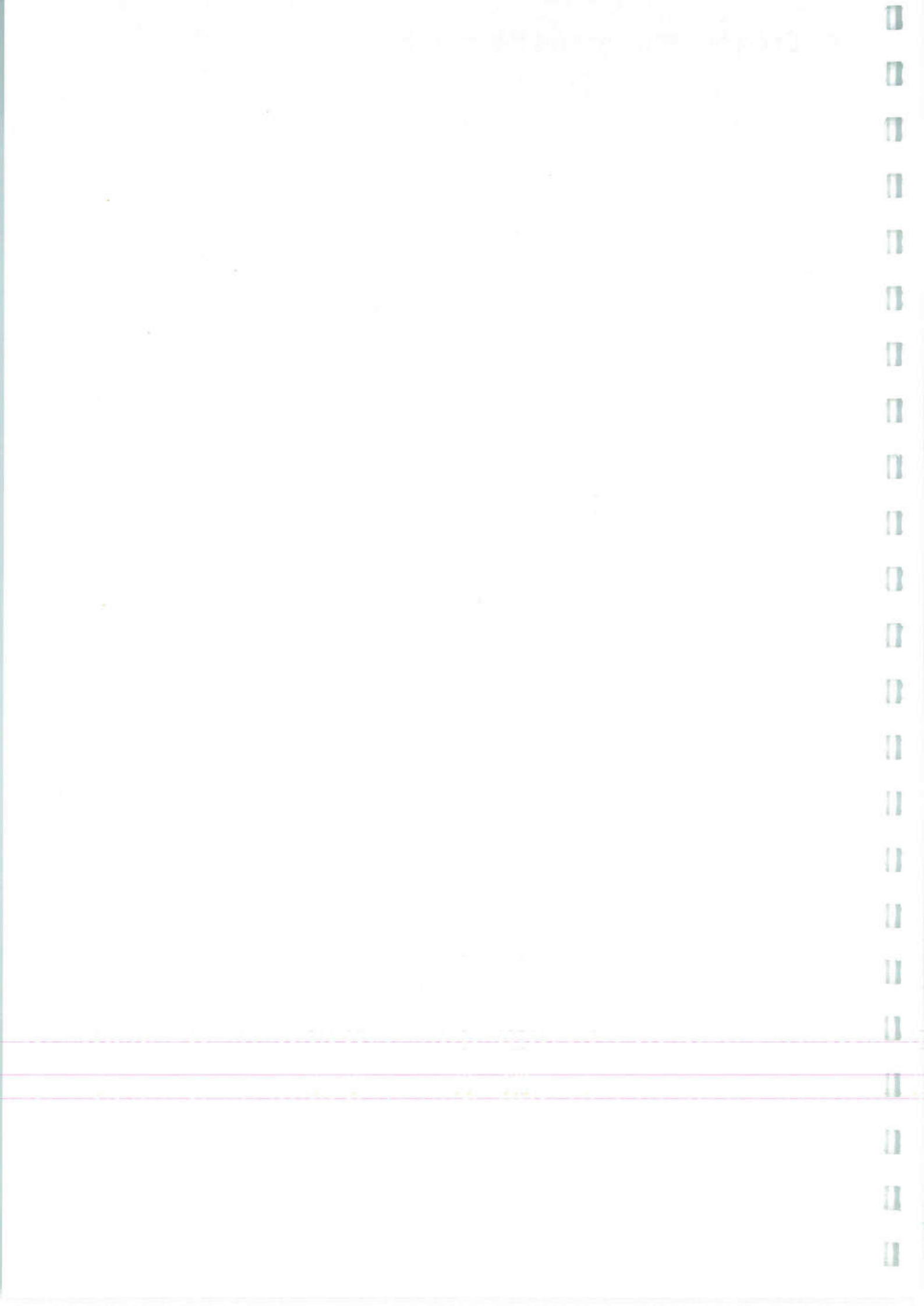
Name:

Madrasah/Organisation:

Tasks:

Read and reflect upon Surat al-Nahl 16:75-76. What did you learn from these verses? Write down your answer. Visit the website www.muslimheritage.com to find out who invented soap, algebra and medical equipment.

Write your answer here.



School Council and Shura

Suggested Duration: 60 minutes

Learning Objectives

- ▶ To explore the nature of citizenship in the context of the school and to show that this is similar to what goes on in local and national government
- ▶ To provide some examples of shura and show how this helps to build a stable and happy community

Key Words

- ▶ Consultation, democratic, democracy, shura – to seek advice from one another, mutual consultation

Islamic Values

Islam encourages us to engage in dialogue with each other, consult widely, and try to reach some common ground between us.

Citizenship Values

Citizenship encourages us to work closely together, to come to agreed decisions and, if a common view cannot be found, then to agree to differ.



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Resources

Pupils' Activity Sheet 3.0401:
Lesson Objectives

Pupils' Activity Sheet 3.0402:
School Scenarios

Pupils' Activity Sheet 3.0403:
Benefits of School Councils

Activities

Ask some quick questions to recap the last lesson.
Share the lesson objectives.

A Starter Activity

Present the following scenarios – two different methods of running a school.

School 1

This is a very formal school, where the teachers direct everything and the pupils do as they are told without questioning. There is no school council and little pupil involvement, but the school has very good results and the parents love it.

School 2

This is a much less formal school. It is pupil centred and the pupils have a very active part in their learning, and are encouraged to engage in dialogue. There is a very strong school council, which really does have an influence over the life of the school. Results are average; some parents love the school, but others want the school to be more formal.

Ask pupils to discuss in groups what they think is the best type of school and why. Ask them to give five reasons.

Take feedback and ask pupils to raise their hand if they think School 1 is better and then do the same for School 2. Explain that pupils have just taken part in voting and have given their opinion freely.

B Development

Activity 1: School Councils

Ask pupils:

- ▶ how many of them have a school council
- ▶ how many of them are involved in it
- ▶ how elections are conducted
- ▶ how decisions are made
- ▶ what the benefits of a school council are.

List the benefits of school councils – they are there to influence decision making about, for example, school dinners, sports activities, and so on. They also reflect the democratic processes (make a quick reference to local councillors and MPs).

Offer this simple definition of democracy:

The school council is, therefore, a form of what we call democracy, which means rule by the people. It comes from the Greek words Demos (people) and Kratia (strength).

Ask pupils if they know what Islam says about democracy, about consulting with people, and about trying to come to an agreed decision. Use the Islamic references on the following page.

Activity 2: Islamic Guidance

Ask a pupil to recite the following verses. Explain the meaning.

فِيمَا رَحِمَهُ مِنَ اللَّهِ لَئِنْ لَمْ يَكُنْ
فَطَّاءُ غَلِيظَ الْقَلْبِ لَأَنْفَضُوهُ مِنْ حَوْلِكَ
فَاعْفُ عَنْهُمْ وَاسْتَغْفِرْ لَهُمْ وَشَاوِرْهُمْ فِي
الْأَمْرِ فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ إِنَّ
اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ

[O Prophet Muhammad ﷺ] 'It is by the mercy of God that you are gentle with people; had you been harsh and hard hearted they would have run away from you. So pardon them and seek forgiveness for them; and seek their advice on issues and once you have made a decision then put your trust in God, indeed God loves the trusting.' [Surat Alee Imran 3:159]

Emphasise that in this verse the Qur'an guides us to be gentle in our dealing with others and encourages us to seek advice, but ultimately to have faith in God and put our trust in Him.

وَالَّذِينَ اسْتَجَابُوا لِرَبِّهِمْ وَأَقَامُوا الصَّلَاةَ
وَأَمْرُهُمْ شُورَى بَيْنَهُمْ وَمِمَّا رَزَقْنَاهُمْ يُنْفِقُونَ

'And those who answer the call of their Lord and establish prayer, and who conduct their affairs by consultation, and who spend of what We have given to them.' [Surat al-Shura 42:38]

'Imam Ali ibi Abu Talib asked Prophet Muhammad ﷺ: 'O' Messenger! If we have a matter in which we do not find a command or prohibition then what is your advice?' He replied: 'Consult the righteous wise people and do not depend upon individual opinions.' (Tabrani)

This demonstrates that Prophet Muhammad ﷺ encouraged consultation and dialogue. Everyone was given an equal opportunity to express their ideas and views.

'People are equal to one another in rights.' (Nahj al-Sa'adah)

By being proactive (which means you taking the lead, not waiting to be told by someone else) in your school and community, you are helping to raise concerns that affect you and others around you.

Explain that, in Islam, the process of consultation is known as 'shura'.

Resources

Pupils' Activity Sheet 3.0404:
Islamic Guidance

Islamic Guidance

فَبِمَا رَحْمَةٍ مِّنَ اللَّهِ لِنْتَ لَهُمْ وَلَوْ كُنْتَ
فَطَّاءً غَلِيظَ الْقَلْبِ لَانْفَضُّوا مِنْ حَوْلِكَ
فَاعْفُ عَنْهُمْ وَاسْتَغْفِرْ لَهُمْ وَشَاوِرْهُمْ فِي
الْأَمْرِ فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ إِنَّ
اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ

[O Prophet Muhammad ﷺ] 'It is by the mercy of God that you are gentle with people; had you been harsh and hard-hearted they would have run away from you. So pardon them and seek forgiveness for them; and seek their advice on issues and once you have made a decision then put your trust in God, indeed God loves the trusting.' (Surat Alee Imran 3:159)

وَالَّذِينَ اسْتَجَابُوا لِرَبِّهِمْ وَأَقَامُوا الصَّلَاةَ
وَأَمْرُهُمْ شُورَى بَيْنَهُمْ وَمِمَّا رَزَقْنَاهُمْ يُنفِقُونَ

'And those who answer the call of their Lord and establish prayer, and who conduct their affairs by consultation, and who spend of what We have given to them.' (Surat al-Shura 42:38)

Imam Ali Ibn Abi Talib asked Prophet Muhammad ﷺ 'O' Messenger! If we have a matter in which we do not find a command or prohibition then what is your advice? He replied, Consult the righteous wise people and do not depend upon individual opinions.' (Tabrani)

'People are equal to one another in rights.' (Nahj al-Sa'adah)

Feedback

Lesson Title: School Council and Shura

Name:

Madrasah/Organisation:

Today I have learnt about:

As a result of this lesson I have learnt that a good Muslim should:

I am going to follow up this topic in my home/school/community by:

Follow-up Worksheet

Lesson Title: School Council and Shura

Name:

Madrasah/Organisation:

Tasks:

Find out who the leader of your local council is.

Your madrasah has been given a £500 donation for the decoration of the madrasah. Consult and decide together how you will spend it. How and who will you consult with, in order to ensure a collective decision?

Write your answer here.

Suggested Duration: 60 minutes

Learning Objectives

- ▶ To discuss and understand 'active citizenship'
- ▶ To demonstrate that active citizenship is part of the Islamic tradition
- ▶ To explore the relationship between British Muslims and the global Muslim community – the ummah

Key Words

- ▶ Active citizenship, complacency, voluntary work, ummah

Islamic Values

Islam promotes unity among all communities, and encourages Muslims to be proactive and engage with their society for the common good of all humanity.

Citizenship Values

Citizenship encourages everyone to be proactive within their schools and local communities. It also encourages proactive involvement in local, national and international issues in order to address the problems of our time.



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Resources

Pupils' Activity Sheet 3.0501:
Lesson Objectives

Pupils' Activity Sheet 3.0502:
Agree or Disagree Statements

Activities

Ask some quick questions based on your last lesson.

Share the lesson objectives.

A Starter Activity

Give pupils some examples of major natural disasters – for example, earthquakes in Pakistan, Italy, Turkey, Greece and Iran, hurricanes in America and flooding in Bangladesh. Ask pupils whether they took any action (raising funds, sending clothes, and so on) as a result of these. Why were they so concerned?

Take feedback.

Ask pupils which of the following statements they agree with and why.

I was concerned because:

- ▶ As a Muslim I must help people anywhere in the world.
- ▶ I should always help all people, regardless of their faith or ethnicity, when there are natural disasters anywhere in the world.
- ▶ I believe I belong to a global Muslim community known as the ummah.

Take feedback and explain that the term 'active' comes from the word 'action' and the verb is 'to take action' about something.

Muslims are taught to be proactive, working for the good of their families and the wider community. They are encouraged to create the right conditions for justice, and to help the economy flourish. The opposite of this would be idleness and being complacent about the affairs of the community.

B Development

Activity 1: Group Exercise

Ask pupils to work in pairs/groups and list the things that they are doing or have done to improve the society or community in which they live. They may list things in the home, school, madrasah, local community, nationally and the wider world.

Ask: How many of these activities have you been asked to do, and how many have you decided to do yourself?

Take feedback and list the answers.

Emphasise that when you decide to do something by yourself and you take steps to do it, that is being proactive.

The opposite of this is somebody who does nothing and ignores what is going on. This is being complacent.

Prophet Muhammad ﷺ rejected complacency when he said:

'When anyone of you sees anything wrong going on, then one should try to change it with one's hands. If one is unable to do that, then one should speak out against it and if one is unable to do that, then one must dislike it in one's heart.' (Muslim)

Explain that, although we should challenge wrong things, we should not break the law and should bear in mind our own safety and that of others.

Activity 2: Taking Action

Ask: If you found rubbish being dumped at the corner of your street, what action would you take? What would happen if you did nothing?

Ask pupils to work in pairs/groups and complete Pupils' Activity Sheet 3.0503.

Take feedback.

Explain that when individuals or groups decide to take action about something that is concerning them in their community, or nationally, or anywhere on the globe, this is called active citizenship.

Resources

Pupils' Activity Sheet 3.0503:
What Actions Would you Take?

Activity 3: Islamic Guidance

Ask a pupil to recite the following verses. Explain the meaning.

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى
الْإِثْمِ وَالْعُدْوَانِ

'...And help each other in good and righteousness, and do not help each other in sin and aggression...'

(Surat al-Ma'idah 5:2)

Question: What does the Qur'an mean by this?

Suggested answer: The Qur'an guides us to help each other in good deeds.

Emphasise that the Qur'an encourages us to help and support each other in good deeds. This is known as ta'awun.

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا
بِأَنفُسِهِمْ

'...Indeed, God does not change the condition of people until they change their inner selves...' (Surat al-Ra'ad 13:11)

'When you see anything wrong going on, then stop it with your hands if you can, otherwise speak out against it and if you cannot do that, then dislike it in your heart.' (Muslim)

'Be mindful of your duty to God with respect to His people as well as His places, for indeed you will be answerable even for the places and the animals. Obey God and do not disobey Him.' (Nahj al-Balaghah)

'The creation is God's family and the most beloved of the creation to God are those who are best to His family.'
(Bayhaqi)

Ask pupils whether Muslims should only help other Muslims.

Take feedback and explain that Muslims believe that:

- ▶ God is the Lord of all mankind
- ▶ Prophet Muhammad ﷺ is a mercy for all mankind
- ▶ the Qur'an is a guidance for all mankind.

As such, we have to love and take care of all people, whether they are Muslims or not.

Pupils' Activity Sheet 3.0504:
Islamic Guidance

Resources

Pupils' Activity Sheet 3.0505:
Feedback

Pupils' Activity Sheet 3.0506:
Follow-up Worksheet

C Plenary

Tell pupils that today we have learnt that:

- ▶ Islam encourages us to be active citizens and to care for society
- ▶ the teachings of Islam are similar to citizenship values
- ▶ to be an active citizen means to be a good Muslim.

Invite pupils to fill in Pupils' Activity Sheet 3.0505.

Suggested Follow-up Work

Give instructions for follow-up work:

Explore what kinds of voluntary work your madrasah is undertaking and reflect on (think about) how you can become involved.

Talk to the madrasah or mosque committee and find out if you can:

- ▶ organise an open day for your Muslim and non-Muslim neighbours
- ▶ set up a calligraphy and Islamic art club for all
- ▶ set up a team to clean your neighbourhood
- ▶ set up a madrasah pupil council (shura).

Use Pupils' Activity Sheet 3.0506 to report your answers.

Lesson Objectives

- ▶ To discuss and understand 'active citizenship'
- ▶ To demonstrate that active citizenship is part of the Islamic tradition
- ▶ To explore the relationship between British Muslims and the global Muslim community – the ummah



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Agree or Disagree Statements

Statement	Agree/Disagree	Why?
As a Muslim I must help people anywhere in the world.		
I should always help all people, regardless of their faith or ethnicity, when there are natural disasters anywhere in the world.		
I believe I belong to a global Muslim community known as the ummah.		

What Actions Would You Take?

Some people have been dumping rubbish at the corner of your street.

1 What action would you take?

2 What would happen if you did nothing?

Islamic Guidance

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى
الْإِثْمِ وَالْعُدْوَانِ

'...And help each other in good and righteousness, and do not help each other in sin and aggression...' (Surat al-Ma'idah 5:2)

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا
بِأَنفُسِهِمْ

'...Indeed, God does not change the condition of people until they change their inner selves...' (Surat al-Ra'ad 13:11)

'When you see anything wrong going on, then stop it with your hands if you can, otherwise speak out against it and if you cannot do that, then dislike it in your heart.' (Muslim)

'Be mindful of your duty to God with respect to His people as well as His places, for indeed you will be answerable even for the places and the animals. Obey God and do not disobey Him.' (Nahj al-Balaghah)

'The creation is God's family and the most beloved of the creation to God are those who are best to His family.' (Bayhaqi)

Feedback

Lesson Title: Active Citizenship

Name:

Madrasah/Organisation:

Today I have learnt about:

As a result of this lesson I have learnt that a good Muslim should:

I am going to follow up this topic in my home/school/community by:

Follow-up Worksheet

Lesson Title: Active Citizenship

Name:

Madrasah/Organisation:

Tasks:

Explore what kinds of voluntary work your madrasah is undertaking and reflect on (think about) how you can become involved.

Talk to the madrasah or mosque committee and find out if you can:

- ▶ organise an open day for your Muslim and non-Muslim neighbours
- ▶ set up a calligraphy and Islamic art club for all
- ▶ set up a team to clean your neighbourhood
- ▶ set up a madrasah pupil council (shura).

Write your answer here.

Suggested Duration: 60 minutes

Learning Objectives

- ▶ To understand why volunteering and giving charity is important for Muslims
- ▶ To appreciate that volunteering and charity are key components of good citizenship

Key Words

- ▶ Charity, volunteering

Islamic Values

Islam promotes giving charity, helping others and volunteering.

Citizenship Values

A good citizen volunteers to undertake projects that could be local, national or global. Giving charity is part of being a good citizen.



Resources

Pupils' Activity Sheet 3.0601:
Lesson Objectives

Activities

Ask some quick questions to recap the last lesson.
Share the lesson objectives.

A Starter Activity

Ask pupils to look at the person sitting next to them and smile.
Then ask: When do we smile? Why do we smile?

Take feedback.

Introduce the hadith that Prophet Muhammad ﷺ said: 'Giving a smile is sadaqah.' Stress that sadaqah is a form of charity.

Ask pupils why they think that Prophet Muhammad ﷺ said that. Take feedback.

Suggested answer 1: Sadaqah (charity) is a gift which makes other people happy. By giving a smile you are making another person happy.

Suggested answer 2: Here Prophet Muhammad ﷺ is including those people who cannot afford to give money. They have the option to simply give a smile, which is equally accepted by God as a form of charity.

Note: Ensure that pupils don't have the understanding that giving a smile is the only form of charity, but that they should also do good deeds, help others and, if possible, give money to the poor, needy and charities.

B Development

Activity 1: Charity Collection Box

Present a charity collection box and ask where they have seen such boxes. Talk about different charities in existence in the UK.

Ask pupils to talk to their partner (or in groups) about occasions when they have freely volunteered or done something at home or school.

Tell pupils they have three minutes to make a list of at least seven such occasions.

Take feedback from pupils.

Ask selected pupils to present their ideas to the rest of the class.

Any charity collection boxes and
charity leaflets



Activity 2: Islamic Guidance

Ask a pupil to recite the following verses. Explain the meaning.

لَيْسَ الْبِرَّ أَنْ تُوَلُّوا وُجُوهَكُمْ قِبَلَ الْمَشْرِقِ
وَالْمَغْرِبِ وَلَكِنَّ الْبِرَّ مَنْ آمَنَ بِاللَّهِ وَالْيَوْمِ
الْآخِرِ وَالْمَلَائِكَةِ وَالْكِتَابِ وَالنَّبِيِّينَ وَآتَى
الْمَالَ عَلَى حُبِّهِ ذَوِي الْقُرْبَى وَالْيَتَامَى
وَالْمَسَاكِينَ وَابْنَ السَّبِيلِ وَالسَّائِلِينَ

'Righteousness is not that you turn your faces to the East and to the West but true righteousness is [that of] the one who believes in God and the Last Day and the angels and the Book and the prophets, and who gives wealth, despite love for it, to relatives and orphans and the needy and travellers and beggars.' (Surat al-Baqarah 2:177)

Question: What is meant by 'turn your faces to the East and to the West'?

Suggested answer: Praying/Salah (movements during praying), facing specific 'holy' directions

مَثَلُ الَّذِينَ يُنْفِقُونَ أَمْوَالَهُمْ فِي سَبِيلِ اللَّهِ
كَمَثَلِ حَبَّةٍ أُنْبَتَتْ سَبْعَ سَنَابِلٍ فِي كُلِّ
سُنْبُلَةٍ مِائَةُ حَبَّةٍ وَاللَّهُ يُضَاعِفُ لِمَنْ يَشَاءُ
وَاللَّهُ وَاسِعٌ عَلِيمٌ

'The example of those who spend their wealth in the way of God is just like a grain that has produced seven ears; in each ear there are a hundred grains, and God multiplies [the reward] for who He wills. God is All-Embracing, All-Knowing.' (Surat al-Baqarah 2:261)

Explain that, just as one single seed planted in the ground can grow into a plant and produce hundreds of grains, when a Muslim spends a single pound in charity God will reward that with hundreds of times more.

'Give charity and cure your sick persons by it, because charity surely removes your bad fortunes and illnesses; and it causes prolongation of your life and increases your rewards.' (Kanz al-'Ummal)

'Do not wish to be like anybody except in two cases: the case of a person to whom God has given wealth and he/she spends it in the right way; and that of a person to whom God has given religious wisdom and he gives his verdicts according to it, and teaches it to others.' (Bukhari)

'Every good deed is an act of charity.' (Bukhari)

'Save yourself from hell fire by giving even half a date. If you don't have that then offer a kind word.' (Bukhari, Muslim)

Emphasise that the best of people are those who help others.

Resources

Pupils' Activity Sheet 3.0602:
Islamic Guidance

Resources

Activity 3: Story from the Sirah

Tell pupils the following story.

'Prophet Muhammad ﷺ came across an old woman who was dragging her luggage by herself. He volunteered to help and carried her belongings a long way to her home. During the journey she began to curse this "new Prophet", who was really bad and causing so much trouble. When they arrived home she asked him his name. He replied: "Muhammad – the same man you were talking about"....'

Ask: What does the word 'volunteer' mean? Why do people volunteer?

If you were treated in this way after volunteering, what would you do?

C Plenary

Read the following statements and ask pupils if they are true or false:

- 1 If I give money to charity I should tell everyone.
- 2 I should give charity only once a year.
- 3 Charity is only giving money.
- 4 To give charity is my parents' job.
- 5 I can give charity to Oxfam.
- 6 I can give sadaqah to Oxfam.
- 7 My parents can give zakah to the Red Cross.
- 8 Volunteering is the same as giving charity.
- 9 Giving charity pleases God.
- 10 I can donate to the local church.

Sum up and stress that Muslims should give charity and volunteer freely. Stress that volunteering and being charitable also makes a person a good citizen.

Invite pupils to fill in Pupils' Activity Sheet 3.0604.

Suggested Follow-up Work

Ask pupils to develop a charity leaflet and a collection box. Either give them the choice to pick any charity they want or suggest a current cause.

Ask them to produce a diary of their own, using Pupils' Activity Sheet 3.0605, which illustrates their own charitable activities.

Pupils' Activity Sheet 3.0603:
True or False Statements

Pupils' Activity Sheet 3.0604:
Feedback

Pupils' Activity Sheet 3.0605:
Follow-up Worksheet

Lesson Objectives

- ▶ To understand why volunteering and giving charity is important for Muslims
- ▶ To appreciate that volunteering and charity are key components of good citizenship



Islamic Guidance

لَيْسَ الْبِرُّ أَنْ تُوَلُّوا وُجُوهَكُمْ قِبَلَ الْمَشْرِقِ
وَالْمَغْرِبِ وَلَكِنَّ الْبِرَّ مَنْ آمَنَ بِاللَّهِ وَالْيَوْمِ
الْآخِرِ وَالْمَلَائِكَةِ وَالْكِتَابِ وَالنَّبِيِّينَ وَآتَى
الْمَالَ عَلَى حُبِّهِ ذَوِي الْقُرْبَىٰ وَالْيَتَامَىٰ
وَالْمَسَاكِينَ وَابْنَ السَّبِيلِ وَالسَّائِلِينَ

'Righteousness is not that you turn your faces to the East and to the West but true righteousness is [that of] the one who believes in God and the Last Day and the angels and the Book and the prophets, and who gives wealth, despite love for it, to relatives and orphans and the needy and travellers and beggars.' (Surat al-Baqarah 2:177)

مَثَلُ الَّذِينَ يُنْفِقُونَ أَمْوَالَهُمْ فِي سَبِيلِ اللَّهِ
كَمَثَلِ حَبَّةٍ أُنْبَتَتْ سَبْعَ سَنَابِلَ فِي كُلِّ
سُنْبُلَةٍ مِائَةُ حَبَّةٍ وَاللَّهُ يُضَاعِفُ لِمَنْ يَشَاءُ
وَاللَّهُ وَاسِعٌ عَلِيمٌ

'The example of those who spend their wealth in the way of God is just like a grain that has produced seven ears; in each ear there are a hundred grains, and God multiplies [the reward] for who He wills. God is All-Embracing, All-Knowing.' (Surat al-Baqarah 2:261)

'Give charity and cure your sick persons by it, because charity surely removes your bad fortunes and illnesses; and it causes prolongation of your life and increases your rewards.'
(Kanz al-'Ummal)

'Do not wish to be like anybody except in two cases: the case of a person to whom God has given wealth and he/she spends it in the right way; and that of a person to whom God has given religious wisdom and he gives his verdicts according to it, and teaches it to others.' (Bukhari)

'Every good deed is an act of charity.' (Bukhari)

'Save yourself from hell fire by giving even half a date. If you don't have that then offer a kind word.'
(Bukhari, Muslim)

Story from the Sirah

'Prophet Muhammad ﷺ came across an old woman who was dragging her luggage by herself. He volunteered to help and carried her belongings a long way to her home. During the journey she began to curse this "new Prophet", who was really bad and causing so much trouble. When they arrived home she asked him his name. He replied: "Muhammad – the same man you were talking about"...

True or False Statements

- 1 If I give money to charity I should tell everyone.
- 2 I should give charity only once a year.
- 3 Charity is only giving money.
- 4 To give charity is my parents' job.
- 5 I can give charity to Oxfam.
- 6 I can give Sadaqah to Oxfam.
- 7 My parents can give zakah to the Red Cross.
- 8 Volunteering is the same as giving charity.
- 9 Giving charity pleases God.
- 10 I can donate to the local church.

Feedback

Lesson Title: Volunteering and Giving Charity

Name:

Madrasah/Organisation:

Today I have learnt about:

As a result of this lesson I have learnt that a good Muslim should:

I am going to follow up this topic in my home/school/community by:

Follow-up Worksheet

Lesson Title: Volunteering and Giving Charity

Name:

Madrasah/Organisation:

Task:

Produce a diary of your own which illustrates your own charitable activities.

Your diary for the week:

Monday

Tuesday

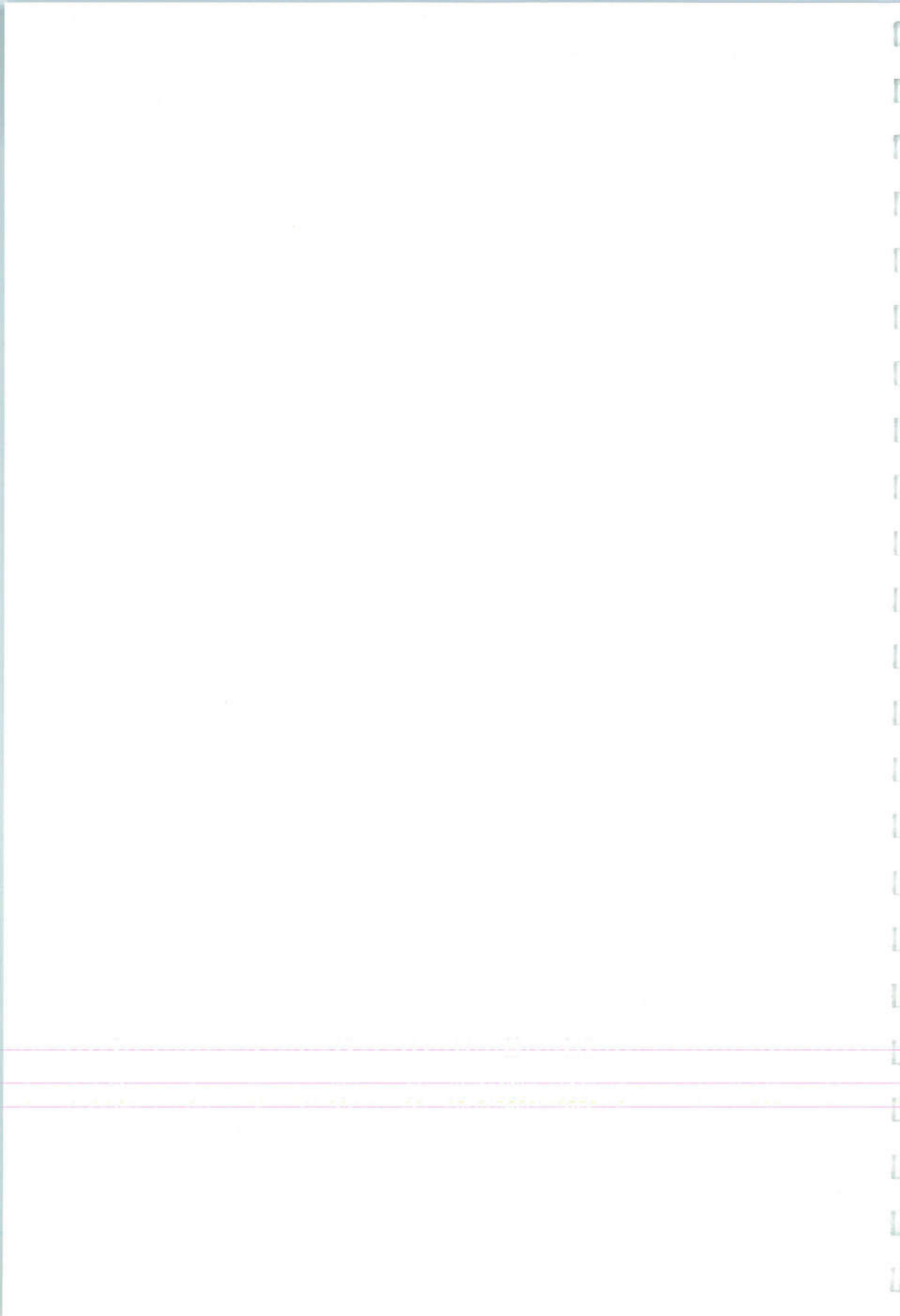
Wednesday

Thursday

Friday

Saturday

Sunday



Suggested Duration: 60 minutes

Learning Objectives

- ▶ To understand that Islam and citizenship condemn all forms of racism and teach equality for all humanity
- ▶ To examine Prophet Muhammad's ﷺ sermon (at Arafat) as a perfect vehicle for these teachings

Key Words

- ▶ Equality, racism, prejudice, discrimination

Islamic Values

Islam encourages acceptance of all differences as part of God's design, regardless of race. Supremacy is based solely upon righteousness.

Citizenship Values

A good citizen respects differences among people and their opinions, regardless of their race, colour, religion or ethnicity.



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Resources

Pupils' Activity Sheet 3.0701:
Lesson Objectives

Pupils' Activity Sheet 3.0702(a):
Faces of Islam

Pupils' Activity Sheet 3.0702(b):
Faces of Islam

Pupils' Activity Sheet 3.0703:
Racism Scenarios

Activities

Ask some quick questions to recap the last lesson.
Share the lesson objectives.

A Starter Activity

Ask pupils to stand up and find someone to sit with who they have never sat with before. (Note: You may wish to direct this, and encourage people of different backgrounds to sit with each other.)

Give pupils three minutes to find out three things about their partner that they did not know before.

Take feedback.

Ask pupils: What have you learnt? Do you have friends who are different to you? Have you ever been to their place of worship?

Emphasise that the point of the exercise was to get to know each other, to move away from their normal comfort zones, and to speak to someone they may not have spoken to before. One way of combating racism is to remove misconceptions. This can be achieved through the Islamic concept of ta'aruf, which means to introduce people in a friendly way.

B Development

Activity 1: Faces of Islam

Hand out Pupils' Activity Sheet 3.0702(a), with six pictures of different people; some look 'Muslim' but are not, and others look 'non-Muslim' but they are Muslim. Ask pupils to identify who are the Muslims and who are not.

Take feedback.

Ask a few pupils to share their answers and emphasise that assumptions should not be made without knowing the facts. Now give them Pupils' Activity Sheet 3.0702(b).

Ask: What have you learnt?

Suggested answer: Don't judge people by their appearance.
Emphasise that we should accept people's differences.

Activity 2: Racism Scenarios

Give out Pupils' Activity Sheet 3.0703 and ask pupils to think about their immediate response to each scenario. They must not fill in the second box.

Scenario 1: You are shopping in a supermarket with your mum and a group of youths start calling you names and saying: 'Go back to where you came from!'

Scenario 2: You are walking into school and somebody shouts out: 'Oi. This school is not for you lot.'

Scenario 3: Your school is largely Muslim and your friend John is walking with you and some of your other friends shout: 'This school is for Muslims only.'

Activity 3: Islamic Guidance

Ask a pupil to recite the following verses. Explain the meaning.

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَى
جَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ
عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

'O mankind! We created you from a male and a female and We made you into nations and tribes so that you may know each other; the most noble of you in the sight of God is the one who is the most righteous. Indeed God is All-knowing, All-aware.' (Surat al-Hujurat 49:13)

This verse states that the reason for differences is to allow people to get to know each other and the only way you can be better than anyone else is if you are more righteous.

يَا أَيُّهَا الَّذِينَ آمَنُوا لَا يَسْخَرُ قَوْمٌ مِنْ قَوْمٍ
عَسَى أَنْ يَكُونُوا خَيْرًا مِنْهُمْ

'O believers! One group must not make fun of another group, perhaps they may be better than them!...'
(Surat al-Hujurat 49:11)

Question: How can they be better than you?

Suggested answer: Perhaps others have better manners and are more honest.

'There is no superiority for an Arab over a non-Arab and for a non-Arab over an Arab; nor for white over the black, nor for the black over the white except in righteousness. Indeed the noblest amongst you is the one who is the most righteous.' (Last Sermon at Arafat)

'A believer is one who gets on well with others and there is no good in one who does not get on with others.'
(Mustadrak Hakim)

'God has revealed to me that you should be courteous to one another. One should neither hold himself above another nor misbehave against another.' (Muslim)

'One who has in the heart a grain of arrogance will not enter Jannah. Someone said: how about a person who likes to wear beautiful clothes and shoes? The Prophet ﷺ said: all of God's affairs are beautiful and He likes beauty; arrogance means ridiculing and rejecting the truth and despising people.' (Muslim)

Resources

Pupils' Activity Sheet 3.0704:
Islamic Guidance

Resources

Pupils' Activity Sheet 3.0705:
Feedback

Pupils' Activity Sheet 3.0706:
Follow-up Worksheet

C Plenary

Revisit the racism scenarios. After going through the Islamic guidance, ask pupils to look again at their responses and give the Islamic response in the 'Second response' boxes.

Sum up and stress that Islam teaches us that all people are equal and should be respected and treated fairly.

Invite pupils to fill in Pupils' Activity Sheet 3.0705.

Suggested Follow-up Work

Tell pupils that Malcolm X was a Black American Muslim leader, whose experience on Hajj of various Muslim communities forced him to rethink his previous negative views towards white people. Ask pupils to research Malcolm X's letter to his friends in Harlem, USA, while on Hajj.

Ask pupils to visit another mosque and/or a different religious place of worship.

Ask pupils to report back using Pupils' Activity Sheet 3.0706.

Lesson Objectives

- ▶ To understand that Islam and citizenship condemn all forms of racism and teach equality for all humanity
- ▶ To examine Prophet Muhammad's ﷺ sermon (at Arafat) as a perfect vehicle for these teachings



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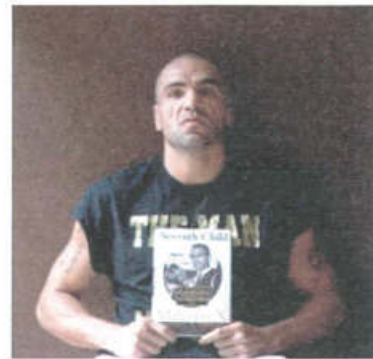
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Building bridges between faith and society



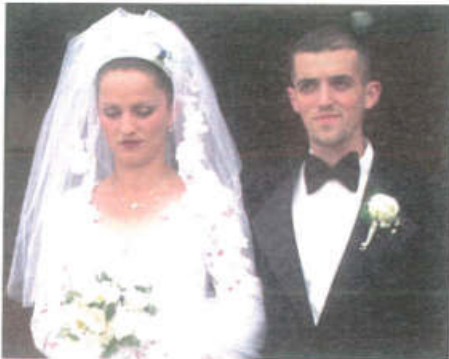
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Faces of Islam



Faces of Islam



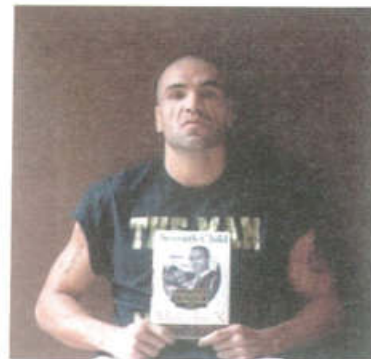
A Kosovan Muslim couple after their wedding in America



Ben Affleck – a film actor (non-Muslim)



Malcolm X (Muslim)



Anthony Mundine (Muslim)



A Rabbi – a Jewish priest



Nancy Pelosi – American politician (non-Muslim)

Racism Scenarios

Scenarios Your Responses		
Scenario 1	Immediate response	Second response
You are shopping in a supermarket with your mum and a group of youths start calling you names and saying: 'Go back to where you came from!'		
Scenario 2	Immediate response	Second response
You are walking into school and somebody shouts out: 'Oi. This school is not for you lot.'		
Scenario 3	Immediate response	Second response
Your school is largely Muslim and your friend John is walking with you and some of your other friends shout: 'This school is for Muslims only.'		

Islamic Guidance

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَى
جَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ
عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

'O Mankind! We created you from a male and a female and We made you into nations and tribes so that you may know each other; the most noble of you before God is the one who is the most righteous. Indeed God is All-knowing, All-aware.' [Surat al-Hujurat 49:13]

يَا أَيُّهَا الَّذِينَ آمَنُوا لَا يَسْخَرُ قَوْمٌ مِنْ قَوْمٍ
عَسَى أَنْ يَكُونُوا خَيْرًا مِنْهُمْ

'O believers! One group must not make fun of another group, perhaps they may be better than them!...' [Surat al-Hujurat 49:11]

'There is no superiority for an Arab over a non-Arab and for a non-Arab over an Arab; nor for white over the black, nor for the black over the white except in righteousness. Indeed the noblest amongst you is the one who is the most righteous.' (Last Sermon at Arafat)

'A believer is one who gets on well with others and there is no good in one who does not get on with others.' (Mustadrak Hakim)

'God has revealed to me that you should be courteous to one another. One should neither hold himself above another nor misbehave against another.' (Muslim)

'One who has in the heart a grain of arrogance will not enter Jannah. Someone said how about a person who likes to wear beautiful clothes and shoes? The Prophet ﷺ said: all of God's affairs are beautiful and He likes beauty; arrogance means ridiculing and rejecting the truth and despising people.' (Muslim)

Feedback

Lesson Title: Dealing with Racism

Name:

Madrasah/Organisation:

Today I have learnt about:

As a result of this lesson I have learnt that a good Muslim should:

I am going to follow up this topic in my home/school/community by:

Follow-up Worksheet

Lesson Title: Dealing with Racism

Name:

Madrasah/Organisation:

Tasks:

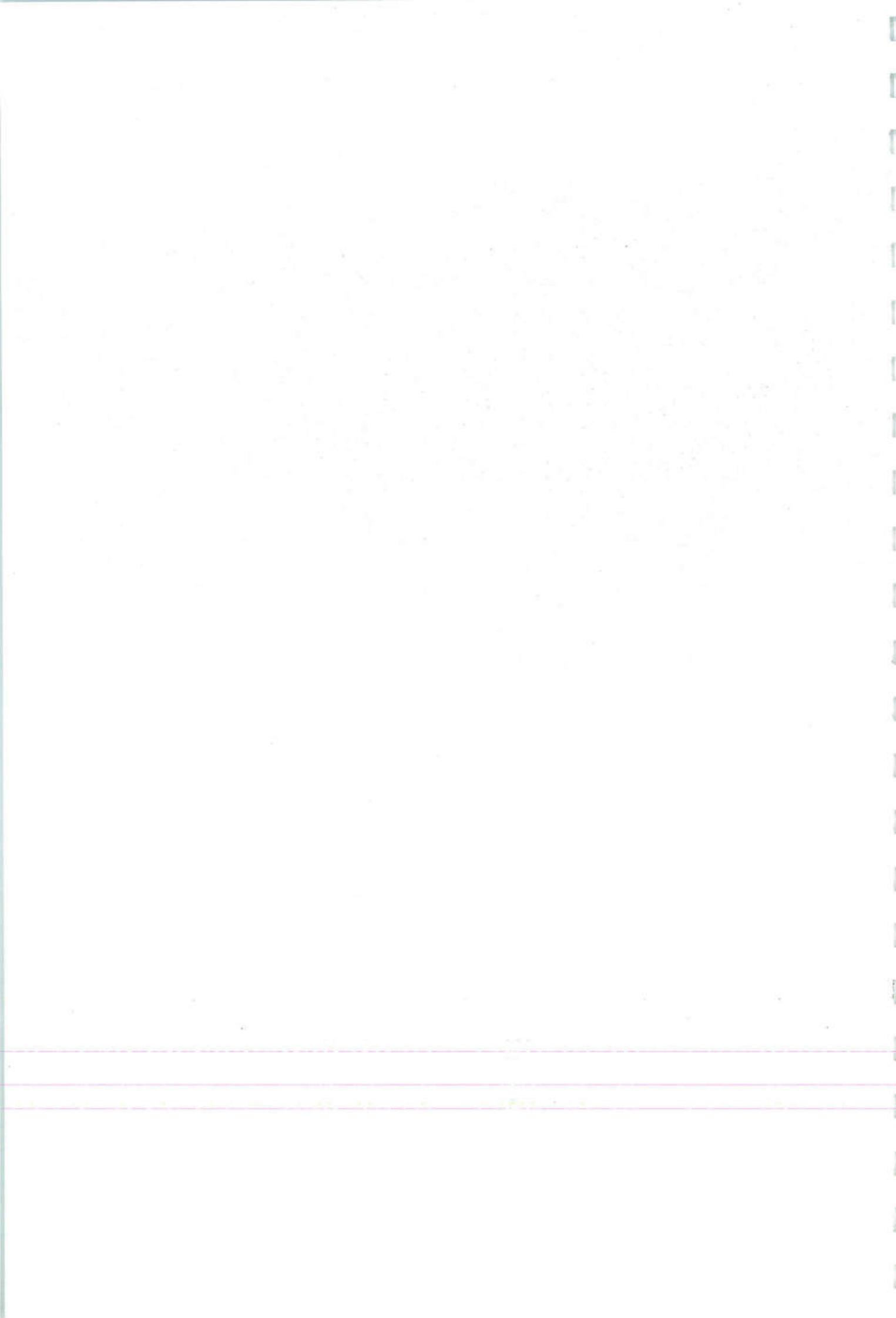
Malcolm X was a Black American Muslim leader, whose experience on Hajj of various Muslim communities forced him to rethink his previous view. Research Malcolm X's letter to his friends in Harlem, USA, while on Hajj.

Visit another mosque and/or a different religious place of worship.

Answers:

What have you learnt from Malcom X's letter?

Which mosque or other place of worship have you visited? Compared to your own mosque, what similarities have you found?



Equality Issues: Role of Men and Women

Suggested Duration: 60 minutes

Learning Objectives

- ▶ To know that Islam and citizenship insist on gender equality
- ▶ To explore what Islam says about the rights and responsibilities of men and women in the modern world

Key Words

- ▶ Gender, equality, role, rights, responsibilities

Islamic Values

Islam teaches us to treat all human beings, both men and women, with respect.

Citizenship Values

Men and women have equal treatment under British law.



Resources

Pupils' Activity Sheet 3.0801:
Lesson Objectives

Pupils' Activity Sheet 3.0802:
Gender Role Table

Pupils' Activity Sheet 3.0803:
Family Roles and
Responsibilities

Activities

Ask some quick questions to recap the last lesson.

Share the lesson objectives.

A Starter Activity

Ask pupils to complete the table in Pupils' Activity Sheet 3.0802, identifying if each of the listed professions is for men, women or both. Occupations listed include teacher, doctor, solicitor, builder, fire-fighter, soldier, pilot, bus driver, cleaner, taxi driver, imam and cook.

Take feedback.

Ask pupils if there is a gender imbalance and, if so, what this might be.

Suggested answer: Culture/lifestyle/certain jobs only suited to either gender.

Invite selected pupils to comment on why certain jobs are seen as only for men or women. Stress that the tasks involved are equally as important and ensure the right balance in society.

B Development

Activity 1: Roles and Responsibilities

Give out Pupils' Activity Sheet 3.0803.

Ask pupils to complete the chores that each person in their household is responsible for.

Example of chores/tasks include: ironing, cooking, going out to work, and so on.

Take feedback and ask pupils whether men and women should both be responsible for household chores.

How will the household run if any one of the family members does not do their task properly?

Take feedback and emphasise that Prophet Muhammad ﷺ used to do household chores.

Activity 2: Islamic Guidance

Ask a pupil to recite the following verses. Explain the meaning.

إِنَّ الْمُسْلِمِينَ وَالْمُسْلِمَاتِ وَالْمُؤْمِنِينَ
وَالْمُؤْمِنَاتِ وَالْقَانِتِينَ وَالْقَانِتَاتِ وَالصَّادِقِينَ
وَالصَّادِقَاتِ وَالصَّابِرِينَ وَالصَّابِرَاتِ
وَالْخَاشِعِينَ وَالْخَاشِعَاتِ وَالْمُتَصَدِّقِينَ
وَالْمُتَصَدِّقَاتِ وَالصَّائِمِينَ وَالصَّائِمَاتِ
وَالْحَافِظِينَ فُرُوجَهُمْ وَالْحَافِظَاتِ وَالذَّاكِرِينَ
اللَّهَ كَثِيرًا وَالذَّاكِرَاتِ أَعَدَّ اللَّهُ لَهُمْ مَغْفِرَةً
وَأَجْرًا عَظِيمًا

'Surely, Muslim men and Muslim women, believing men and believing women, devout men and devout women, truthful men and truthful women, patient men and patient women, humble men and humble women, and the men who give sadaqah (charity) and the women who give sadaqah, and the men who fast and the women who fast, and the men who guard their private parts (against evil acts) and the women who guard (theirs), and the men who remember God much and the women who remember (Him) – for them, God has prepared forgiveness and a great reward.'
[Surat al-Ahzab 33:35]

Question: Why did God constantly refer to both men and women in this verse?

Suggested answer: Men and women are seen as equal in their duties towards God.

يَا أَيُّهَا النَّاسُ اتَّقُوا رَبَّكُمُ الَّذِي خَلَقَكُمْ
مِّن نَّفْسٍ وَاحِدَةٍ

'O mankind! Be careful of your duty to your Lord who created you from a single soul...' [Surat al-Nisa 4:1]

Question: What does God mean by 'duty to your Lord' and creating us 'all from a single soul'?

Suggested answer: 'Duty to your Lord' means fulfilling his commandments, respecting His creation.

We have been created from a single soul and, therefore, we are all equal before our Creator and the best of us are those who are more righteous.

هُنَّ لِبَاسٌ لَّكُمْ وَأَنْتُمْ لِبَاسٌ لَّهُنَّ

'...They (women) are garments for you (men) and you (men) are garments for them (women)...' [Surat al-Baqarah 2:187]

Question: Why do we wear clothes?

Suggested answer: Protection, warmth, comfort, beauty/fashion, looking good and modesty

Question: What does it mean to be each other's 'garments'?

Suggested answer: Men and women complement each other, help each other, comfort each other and are companions for each other.

Resources

Pupils' Activity Sheet 3.0804:
Islamic Guidance

Resources

Pupils' Activity Sheet 3.0805:
True or False Statements

'Seeking knowledge is compulsory for all Muslims (male and female).' (Ibn Majah, Bayhaqi)

'Surely, human beings from the time of Adam up to now are the same as the teeth of a comb are, and there is no superiority for the Arab over a non-Arab or for the white race over the black race except for righteousness.'
(Mustadrak al-Wasa'il)

C Plenary

Read the following statements and ask pupils whether they agree or disagree with them:

- ▶ You should respect both male and female teachers.
- ▶ Boys are cleverer than girls.
- ▶ Only women should do the cleaning at home.
- ▶ Girls and boys should have equal rights to education.
- ▶ Boys and girls have equal responsibility towards their parents.
- ▶ Women cannot join the armed forces.
- ▶ Muslim women can get involved in politics.
- ▶ Only men are allowed to go on Hajj.
- ▶ It's mum's responsibility to cook.
- ▶ Men and women are equal citizens and have the right to vote.

Pupils' Activity Sheet 3.0806:
Feedback

Pupils' Activity Sheet 3.0807:
Follow-up Worksheet

Sum up and stress that in Islam men and women are treated equally, but may have different roles/responsibilities.

Invite pupils to fill in Pupils' Activity Sheet 3.0806.

Suggested Follow-up Work

Ask pupils to look up the five verses listed on Pupils' Activity Sheet 3.0807, and write down the translations under the heading:

- ▶ Men
- ▶ Women
- ▶ Both.

Lesson Objectives

- ▶ To know that Islam and citizenship insist on gender equality
- ▶ To explore what Islam says about the rights and responsibilities of men and women in the modern world



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continuity



M (B)



Gender Roles Table

Choose which gender is normally associated with each occupation.

Occupation	Women	Men
Teacher		
Doctor		
Solicitor		
Builder		
Fire-fighter		
Soldier		
Pilot		
Cleaner		
Taxi driver		
Imam		
Cook		
Bus driver		

Family Roles and Responsibilities

Father	Mother
Son(s)	Daughter(s)

Islamic Guidance

وَالْمُؤْمِنَاتِ وَالْقَانِتِينَ وَالْقَانِتَاتِ وَالصَّادِقِينَ
وَالصَّادِقَاتِ وَالصَّابِرِينَ وَالصَّابِرَاتِ
وَالْخَاشِعِينَ وَالْخَاشِعَاتِ وَالْمُتَصَدِّقِينَ
وَالْمُتَصَدِّقَاتِ وَالصَّائِمِينَ وَالصَّائِمَاتِ
وَالْحَافِظِينَ فُرُوجَهُمْ وَالْحَافِظَاتِ وَالذَّاكِرِينَ
اللَّهَ كَثِيرًا وَالذَّاكِرَاتِ أَعَدَّ اللَّهُ لَهُمْ مَغْفِرَةً
وَأَجْرًا عَظِيمًا

'Surely, Muslim men and Muslim women, believing men and believing women, devout men and devout women, truthful men and truthful women, patient men and patient women, humble men and humble women, and the men who give sadaqah (charity) and the women who give sadaqah, and the men who fast and the women who fast, and the men who guard their private parts (against evil acts) and the women who guard (theirs), and the men who remember God much and the women who remember (Him) - for them, God has prepared forgiveness and a great reward.'
[Surat al-Ahzab 33:35]

يَا أَيُّهَا النَّاسُ اتَّقُوا رَبَّكُمُ الَّذِي خَلَقَكُمْ
مِّن نَّفْسٍ وَاحِدَةٍ

'O mankind! Be careful of your duty to your Lord who created you from a single soul...'
[Surat al-Nisa 4:1]

هُنَّ لِبَاسٌ لَّكُمْ وَأَنتُمْ لِبَاسٌ لَّهُنَّ

'...They (women) are garments for you (men) and you (men) are garments for them (women)...'
[Surat al-Baqarah 2:187]

'Seeking knowledge is compulsory for all Muslims (male and female).' (Ibn Majah, al-Baihaqi)

'Surely, human beings from the time of Adam up to now are the same as the teeth of a comb are, and there is no superiority for the Arab over a non-Arab or for the red race over the black race except for righteousness.' (Mustadrak al-Wasa'il)

True or False Statements

Write whether you agree or disagree at the end of each statement.

- 1 You should respect both male and female teachers.
- 2 Boys are cleverer than girls.
- 3 Only women should do the cleaning at home.
- 4 Girls and boys should have equal rights to education.
- 5 Boys and girls have equal responsibility towards their parents.
- 6 Women cannot join the armed forces.
- 7 Muslim women can get involved in politics.
- 8 Only men are allowed to go on Hajj.
- 9 It's mum's responsibility to cook.
- 10 Men and women are equal citizens and have the right to vote.

Feedback

Lesson Title: Equality Issues: Role of Men and Women

Name:

Madrasah/Organisation:

Today I have learnt about:

As a result of this lesson I have learnt that a good Muslim should:

I am going to follow up this topic in my home/school/community by:

Follow up-Worksheet

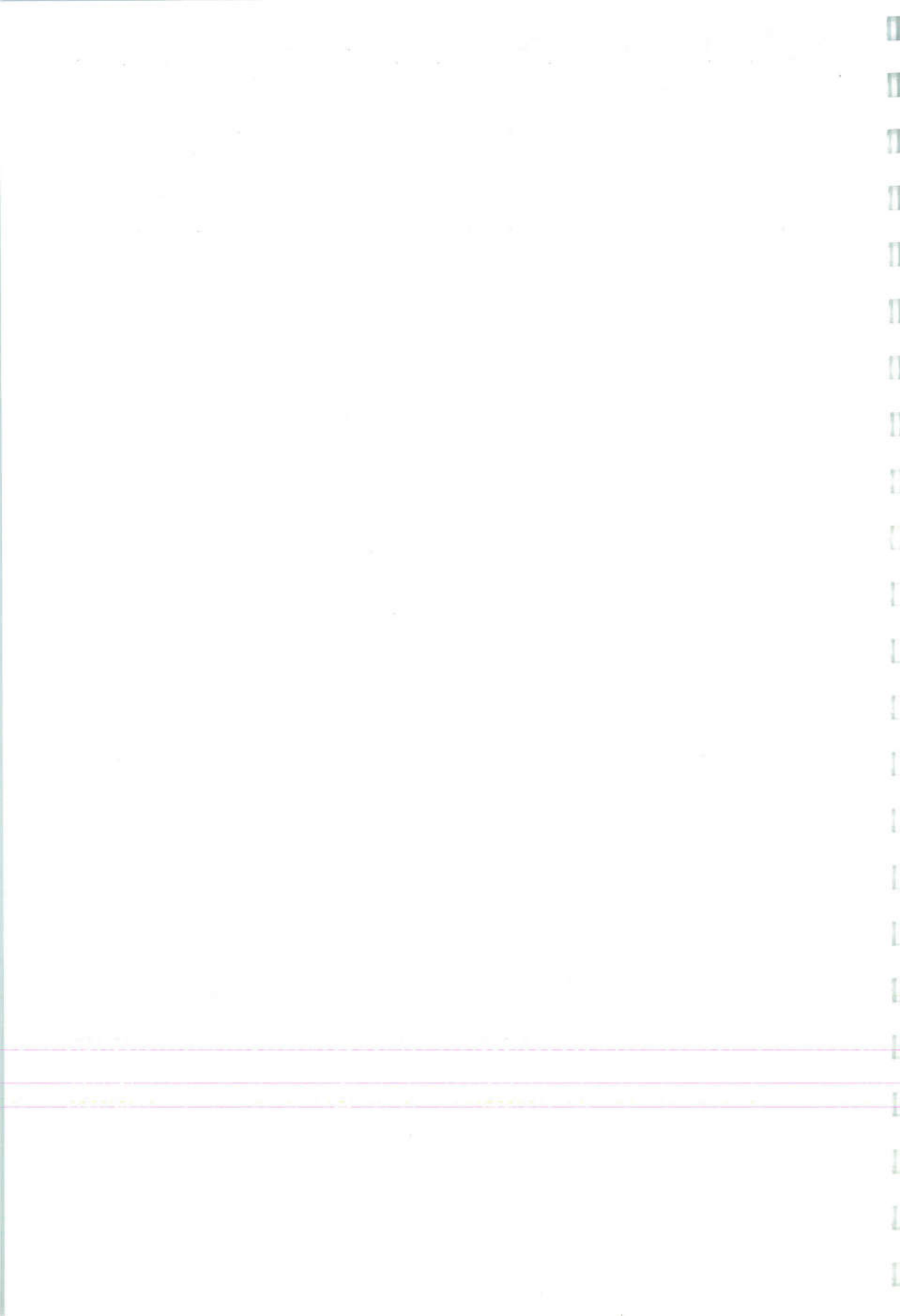
Lesson Title: Equality Issues: Role of Men and Women

Name:

Madrasah/Organisation:

Task:
Look up the following verses in the Qur`an. Write down their translations in the relevant box, depending on who is being addressed, that is, men, women or both.

Reference	Men	Women	Both
Surah No 9 Ayah No 71			
Surah No 9 Ayah No 72			
Surah No 4 Ayah No 1			
Surah No 4 Ayah No 36			
Surah No 4 Ayah No 123			



Suggested Duration: 60 minutes

Learning Objectives

- ▶ To understand the nature of conflict
- ▶ To teach a range of techniques about settling conflicts in a friendly way
- ▶ To learn the Islamic method of resolving conflict

Key Words

- ▶ Conflict, resolution, anger, arbitrate, resolving conflict, forgiveness, injustice, oppression

Islamic Values

Islam requires us to be patient, kind, understanding and willing to forgive when people make mistakes.

Islam also teaches that there is a peaceful way of dealing with conflict.

Citizenship Values

Citizens are expected to attempt to deal with conflict in a peaceful and law-abiding way.



Resources

Pupils' Activity Sheet 3.0901:
Lesson Objectives

Pupils' Activity Sheet 3.0902:
Definition of Conflict

Pupils' Activity Sheet 3.0903:
Possible Reasons for Conflict

Pupils' Activity Sheet 3.0904:
Two Scenarios

Pupils' Activity Sheet 3.0905:
Definition of Resolving Conflict

Activities

Ask some quick questions to recap the last lesson.

Ask pupils: What makes you angry? When groups or countries get angry, what might they do?

Take feedback.

Share the lesson objectives and stress that conflict has to be managed both in personal terms and in terms of people in authority.

A Starter Activity

Ask pupils what the word 'conflict' means. Take feedback, allow discussion around pupils' definitions of conflict, and then introduce the Oxford English Dictionary's definition of 'conflict': 'A serious disagreement or argument which may be based upon differences of opinions, principles or values.'

B Development

Activity 1: Reasons for Conflict

Ask pupils to work in small groups and write down all the possible reasons for a conflict.

Take feedback and explain that anger is one of the root causes of human conflicts, and that this anger is often directed at those who are different. Sometimes anger is caused by injustice and oppression.

Activity 2: Scenarios

Ask selected pupils to read out loud the following two scenarios. Take feedback from the class after each scenario.

Scenario 1

Ahmed is a keen footballer and always brings his football to school. While playing, John kicks the ball over the fence onto the road and the ball is squashed. Ahmed is angry with his friend John and argues that he wants John to buy him another ball.

What do you think happened as a result of this conflict?
How would you deal with it?

Scenario 2

An elderly neighbour complains about the children next door being too noisy.

What do you think happened as a result of this conflict?
How would you deal with it?

Briefly sum up how the pupils would resolve conflicts and write down and discuss pupils' responses using Pupils' Activity Sheet 3.0905.

Introduce the term 'resolving conflicts'.

The term 'resolving conflicts' (or 'conflict resolution') refers to a range of processes aimed at minimising or eliminating the conflict.

Activity 3: Islamic Guidance

Ask a pupil to recite the following verses. Explain the meaning.

وَالْكَاظِمِينَ الْغَيْظَ وَالْعَافِينَ عَنِ النَّاسِ
وَاللَّهُ يُحِبُّ الْمُحْسِنِينَ

'...Those who overcome anger and forgive people and God loves those who do good.' (Surat Ale Imran 3:134)

Question: Why do you think that God loves those who forgive the most?

Suggested answer: As we have learnt, anger is the root cause of most conflicts. If we learn to forgive people, this will minimise or eliminate the conflicts and God loves peace.

In family disputes, the Qur'an suggests the following methods:

وَإِنْ خِفْتُمْ شِقَاقَ بَيْنِهِمَا فَابْعَثُوا حَكَمًا مِّنْ أَهْلِهِ وَحَكَمًا مِّنْ أَهْلِهَا إِنْ يُرِيدَا إِصْلَاحًا يُوَفِّقِ اللَّهُ بَيْنَهُمَا إِنَّ اللَّهَ كَانَ عَلِيمًا خَبِيرًا

'And if you fear conflict between a husband and a wife, then appoint an arbitrator from his family and an arbitrator from her family. If they both desire reconciliation, then God will bring them together in peace. Indeed God is All Knowing, All Aware.' (Surat al-Nisa 4:35)

Question: Why does God ask us to appoint arbitrators?

Suggested answer: An arbitrator is someone who listens equally to both parties in conflict and decides on facts and sticks to justice. In this Ayah, God tells us to appoint someone who will be just.

Question: Why does God ask us to appoint arbitrators from both sides?

Suggested answer: God commands us to appoint arbitrators from both sides to make it fair and equal. Imam Hussain Ibn Ali said, *'The most merciful person is the one who forgives when he is able to revenge.'* (Bihar al-Anwar)

'The strong one is not the one who can win a wrestling match but indeed the strong one is the one who controls oneself when angry.' (Bukhari)

Prophet Muhammad ﷺ is teaching us to control ourselves when we are angry and also to forgive those who wrong us, even when we have the power to take revenge.

'Anger is a destroyer for the heart of a sage; and he who does not have his anger under his control does not have his wisdom under his control either.' (Al-Kafi)

'If a friend among your friends makes a mistake, think of seventy excuses for them. If your hearts are unable to do this, then know that the shortcoming is in your own selves.' (Bayhaqi)

Resources

Pupils' Activity Sheet 3.0806:
Islamic Guidance

Resources

Pupils' Activity Sheet 3.0907:
Islamic Methods of Resolving
Conflict

Activity 4: Islamic Methods of Resolving Conflict

Discuss the methods Prophet Muhammad ﷺ used to control anger and resolve conflict:

- ▶ Seek God's protection by reciting the ta'awwudh.

أَعُوذُ بِاللَّهِ مِنَ الْمَغْطَبِ الْكَبِيرِ

- ▶ Remain silent. Do not respond immediately. Pause for thought and, when ready to respond, strengthen your argument and lower your voice.
- ▶ If you are standing, sit down and if you are already sitting down, lie down.
- ▶ Perform wudu' if possible – this will help you to calm down.
- ▶ Involve a third party who can help you to resolve the conflict without violence. Such a person is called an arbitrator (independent person who settles disputes or someone who is like a referee). It may be your mother, a trusted friend, an imam, or a teacher. Countries that are in conflict with each other often go to the United Nations (UN) to arbitrate.

C Plenary

Sum up the lesson and stress that:

- ▶ It is obviously more difficult if you are dealing with larger groups that are in conflict, but the principles are the same.
- ▶ There are examples of Prophet Muhammad ﷺ forgiving his enemies and resolving conflict peacefully, such as the Treaty of Hdaybiyah.
- ▶ Sometimes conflicts between nations cannot be resolved in a friendly manner and countries go to war. Islam has clear rules for warfare.
- ▶ A good citizen has to try and resolve conflicts in a friendly manner within the law. Islam teaches the same.
- ▶ The Prophet ﷺ taught that the key to resolving disputes is controlling oneself when angry, tolerance and forgiveness.

Invite pupils to complete Pupils' Activity Sheet 3.0908.

Pupils' Activity Sheet 3.0908:
Feedback

Suggested Follow-up Work

Give instructions for follow-up work:

Develop a diary for the next seven days of any conflicts or disagreements you may have, and describe how you resolved them.

Pupils' Activity Sheet 3.0909:
Follow-up Worksheet

This can be at home, at school, in the madrasah, in the playground or in your neighbourhood.

Use Pupils' Activity Sheet 3.0909.

Lesson Objectives

- ▶ To understand the nature of conflict
- ▶ To develop a range of techniques about settling conflicts in a friendly way
- ▶ To learn the Islamic method of resolving conflict



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Definition of Conflict

'A serious disagreement or argument which may be based upon differences of opinions, principles, or values.' (Oxford English Dictionary)

Possible Reasons for Conflict

List all possible reasons for a conflict.

▶

▶

▶

▶

▶

▶

▶

▶

▶

▶

Islamic Guidance

وَالْكَاظِمِينَ الْغَيْظَ وَالْعَافِينَ عَنِ النَّاسِ
وَاللَّهُ يُحِبُّ الْمُحْسِنِينَ

'Those who overcome anger and forgive people and God loves those who do good.'
[Surat Alee Imran 3:134]

وَإِنْ خِفْتُمْ شِقَاقَ بَيْنِهِمَا فَابْعَثُوا حَكَمًا مِّنْ
أَهْلِهِ وَحَكَمًا مِّنْ أَهْلِهَا إِنْ يُرِيدَا إِصْلَاحًا
يُوفِّقِ اللَّهُ بَيْنَهُمَا إِنَّ اللَّهَ كَانَ عَلِيمًا خَبِيرًا

'And if you fear conflict between a husband and a wife, then appoint an arbitrator from his family and an arbitrator from her family. If they both desire reconciliation, then God will bring them together in peace. Indeed God is All Knowing, All Aware.' (Surat al-Nisa 4:35)

'The most merciful person is the one who forgives when he is able to revenge.' (Bihar al- Anwar)

'The strong one is not the one who can win a wrestling match but indeed the strong one is the one who controls oneself when angry.' (Bukhari)

'Anger is a destroyer for the heart of a sage; and he who does not have his anger under his control does not have his wisdom under his control either.' (Al-Kafi)

'If a friend among your friends makes a mistake, think of seventy excuses for them. If your hearts are unable to do this, then know that the shortcoming is in your own selves.' (Bayhaqi)

Islamic Methods of Resolving Conflict

Discuss the methods Prophet Muhammad ﷺ used to control anger and resolve conflict.

- 1 Seek God's protection by reciting the ta'awwudh. أَعُوذُ بِاللَّهِ مِنَ الشَّيْطَانِ الرَّجِيمِ
- 2 Remain silent. Do not respond immediately. Pause for thought and, when ready to respond, strengthen your argument and lower your voice.
- 3 If you are standing, sit down and if you are already sitting down, lie down.
- 4 Perform wudu' if possible – this will help you to calm down.
- 5 Involve a third party who can help you to resolve the conflict without violence. Such a person is called an arbitrator (independent person who settles disputes or someone who is like a referee). It may be your mother, a trusted friend, an imam or a teacher. Countries that are in conflict with each other often go to the United Nations (UN) to arbitrate.

Feedback

Lesson Title: Resolving Conflict

Name:

Madrasah/Organisation:

Today I have learnt about:

As a result of this lesson I have learnt that a good Muslim should:

I am going to follow up this topic in my home/school/community by:

Follow-up Worksheet

Lesson Title: Resolving Conflict	
Name:	
Madrasah/Organisation:	
Task: Develop a diary for the next seven days of any conflicts or disagreements you may have, and describe how you resolved them. This can be at home, in school, in the madrasah, in the playground or in your neighbourhood.	
Your diary for the week:	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Resources

'Whoever strangles himself will be strangling himself in the fire and whoever stabs himself will be stabbing himself in the fire.' (Bukhari)

'There is no strength like being able to control one's anger.' (Tuhaf al-'Uqul)

The Prophet ﷺ has taught us that all human life is sacred and has taught Muslims to love for humanity what we love for ourselves.

Ask pupils to explain the word 'humanity'. Stress that it does not simply mean Muslims.

C Plenary

To recap, ask the following questions:

- ▶ Is it halal or haram to commit suicide?
- ▶ How do we know that committing suicide is halal or haram?
- ▶ Is it acceptable to blow up innocent people for the sake of any cause?
- ▶ What is the greater jihad?
- ▶ In what way is the Geneva Convention similar to Islamic rules about warfare?

Ask pupils to complete Pupils' Activity Sheet 3.1003

Pupils' Activity Sheet 3.1003:
Feedback

Suggested Follow-up Work

Give instructions for follow-up work:

Talk to your parents and teachers about at least two recent international conflicts in the Middle East and other countries.

Get their views on how Muslims in the UK should respond to these conflicts.

Use Pupils' Activity Sheet 3.1004 to record your discussions.

Pupils' Activity Sheet 3.1004:
Follow-up Worksheet

Lesson Objectives

- ▶ To reinforce the idea that conflicts should be resolved peacefully
- ▶ To learn about the meanings of the word 'jihad'
- ▶ To learn that Islam and the Geneva Convention lay down very strict rules about the conduct of war
- ▶ To reinforce the command that suicide is haram



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Changing lives through training



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Islamic Guidance

وَلَا تَقْتُلُوا أَنْفُسَكُمْ إِنَّ اللَّهَ كَانَ بِكُمْ رَحِيمًا

'...And do not kill yourselves, indeed God is merciful to you.' (Surat al-Nisa' 4:29)

وَلَا تُلْقُوا بِأَيْدِيكُمْ إِلَى التَّهْلُكَةِ وَأَحْسِنُوا
إِنَّ اللَّهَ يُحِبُّ الْمُحْسِنِينَ

'...And do not throw yourselves by your own hands to destruction, but do good, indeed God loves these who do good.' (Surat al-Baqarah 2:195)

لَيْسَ لَكَ مِنَ الْأَمْرِ شَيْءٌ أَوْ يَتُوبَ عَلَيْهِمْ
أَوْ يُعَذِّبُهُمْ فَإِنَّهُمْ ظَالِمُونَ

'You (Muhammad) have no say in the matter whether He (God) forgives them or He punishes them because they are indeed wrong-doers.' (Surat Alea Imran 3:128)

'He who killed himself with a thing would be punished on the Day of Resurrection by that very thing.' (Muslim)

'He who has no control over his anger has no control over his mind.' (Al-Kafi)

'Whoever strangles himself will be strangling himself in the fire and whoever stabs himself will be stabbing himself in the fire.' (Bukhari)

'There is no strength like being able to control one's anger.' (Tuhaf al-'Uqul)

Feedback

Lesson Title: Dealing with Conflict

Name:

Madrasah/Organisation:

Today I have learnt about:

As a result of this lesson I have learnt that a good Muslim should:

I am going to follow up this topic in my home/school/community by:

10 Dealing with Conflict

Pupils' Activity Sheet 3.1004

Key Stage 3

Follow-up Worksheet

Lesson Title: Dealing with Conflict

Name:

Madrasah/Organisation:.....

Tasks:

Talk to your parents and teachers about at least two recent international conflicts in the Middle East and other countries. Get their views on how Muslims in the UK should respond to these conflicts.

International conflict 1:

International conflict 2:

Lesson Objectives

- ▶ To understand the concepts of tolerance, respect and love for humanity
- ▶ To learn that tolerance, respect and love are qualities of a good Muslim and are key citizenship values



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M (B)



Definitions

Match the words and example scenarios with the correct key ideas.

Definition	
Due regard for the feelings, values or rights of others	
To accept the difference between people and their views even if you don't understand or agree with them	
Loving other human beings regardless of their colour, race, ethnicity or religion	
A person from a different masjid comes to your madrasah and you don't agree with his views but you remain polite	
Your teacher comes into the classroom and all the pupils stand up for them	
You see a young child shouting for help in a nearby pond and you jump in to save him or call 999 for help	

Respect

Tolerance

Love

Tolerance, Respect and Love for Humanity

Suggested Duration: 60 minutes

Learning Objectives

- ▶ To understand the concepts of tolerance, respect and love for humanity
- ▶ To learn that tolerance, respect and love are qualities of a good Muslim and are key citizenship values

Key Words

- ▶ Tolerance, respect, love, humanity

Islamic Values

Islam teaches us to respect fellow human beings, accept differences and love all creatures.

Citizenship Values

Good citizens tolerate differences, respect fellow human beings and love all creatures.



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M (B)



Resources

Pupils' Activity Sheet 3.1101:
Lesson Objectives

Pupils' Activity Sheet 3.1102:
Definitions

Activities

Ask some quick questions to recap the last lesson.

Share the lesson objectives.

A Starter Activity

Ask pupils to talk to the person sitting next to them and identify three differences between them.

Take feedback and ask pupils whether these differences make them a better or a worse person.

Stress that we are all different and need to learn to respect each other's differences.

B Development

Activity 1: Tolerance, Respect and Love for Humanity

Ask pupils to complete a card-matching exercise in pairs (Pupils' Activity Sheet 3.1102) to help them understand the meanings of the words 'tolerance', 'respect', and 'love'.

Give pupils five minutes to work out the correct definitions.

At the end of the exercise, each of the header words should have one definition and one scenario under it.

Activity 2: Respect

Ask pupils to name at least five people they respect and to give one reason for each person (parents/teachers/sports personalities/friends).

Take feedback.

Activity 3: Islamic Guidance

Ask a pupil to recite the following verses. Explain the meaning.

فَأَلَّفَ بَيْنَ قُلُوبِكُمْ فَأَصْبَحْتُمْ بِنِعْمَتِهِ إِخْوَانًا

'...He (God) created affection between your hearts, so you became by His grace brothers (and sisters).'

[Surat Alee Imran 3:103]

Question: Is it possible to love another person as you love your own brother or sister?

Suggested answer: Yes, all mankind is God's creation and we should love what God has created.

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَى
جَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ
عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

'O mankind! We created you from a male and a female and we made you into nations and tribes so that you may know each other; the most noble of you in the sight of God is the one who is the most righteous. Indeed God is All-knowing, All-aware.' [Surat al-Hujurat 49:13]

Question: What does God mean by 'you may know each other'?

وَلَوْ شَاءَ رَبُّكَ لَأَمَنَّ مِنَ فِي الْأَرْضِ
كُلَّهُمْ جَمِيعًا أَفَأَنْتَ تُكْرِهُ النَّاسَ حَتَّى
يَكُونُوا مُؤْمِنِينَ

'And if your Lord willed, all who are on the earth would have believed together. So would you (Muhammad) force people until they become believers?' [Surat Yunus 10:99]

Question: Are you allowed to force people to become Muslims?

Suggested answer: No, as the verse suggests, if God had wished, he would have created everyone as believers.

'God shows compassion only to those among His slaves who are compassionate.' (Bukhari, Muslim)

'Make it your duty to show compassion and make yourself tolerate the shortcomings of people.' (Kanz al-'Ummal)

'None of you becomes a true believer until he wishes for his brother (and sister) what he wishes for himself.' (Bukhari, Muslim)

'When a disbeliever performs any good deed, he is rewarded for it in this world; and in the case of a Muslim, God stores up his good acts for him in the Hereafter and provides him with subsistence in this life due to his obedience.' (Muslim)

Resources

Pupils' Activity Sheet 3.1103:
Islamic Guidance

Resources

Pupils' Activity Sheet 3.1104:
Church and Mosque Pictures

Pupils' Activity Sheet 3.1105:
Feedback

Pupils' Activity Sheet 3.1106:
Follow-up Worksheet

C Plenary

Give pupils examples of multi-faith societies around the world today through pictures of mosques and churches. Finish with a short history of Egypt:

The Muslim armies of `Amr ibn al-`As arrived in 642, but it was another two hundred years before the population of Egypt embraced Islam. Even today there is still a sizeable Christian minority who, by and large, live in peace.

Sum up and emphasise that Islam teaches respect and love for others, and teaches us to accept that differences are all part of God's design.

Invite pupils to fill in Pupils' Activity Sheet 3.1105.

Suggested Follow-up Work

Give instructions for follow-up work:

Using Pupils' Activity Sheet 3.1106, list all the things that you have done which demonstrate your tolerance, respect and love for humanity.

Islamic Guidance

فَأَلَّفَ بَيْنَ قُلُوبِكُمْ فَأَصْبَحْتُمْ بِنِعْمَتِهِ إِخْوَانًا

'...He (God) created affection between your hearts, so you became by His grace brothers (and sisters)...' [Surat Ale Imran 3:103]

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَى
جَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ
عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

'O mankind! We created you from a male and a female and We made you into races and tribes so that you may know each other; the most noble of you of before God is the one who is the most righteous. Indeed God is All-knowing, All-aware.' [Surat al-Hujurat 49:13]

وَلَوْ شَاءَ رَبُّكَ لَأَمَنَّ مِنَ فِي الْأَرْضِ
كُلَّهُمْ جَمِيعًا أَفَأَنْتَ تُكْرِهُ النَّاسَ حَتَّى
يَكُونُوا مُؤْمِنِينَ

'And if your Lord willed, all who are on the earth would have believed together. So would you (Muhammad) force people until they become believers?' [Surat Yunus 10:99]

'God shows compassion only to those among His slaves who are compassionate.'
[Bukhari, Muslim]

'Make it your duty to show compassion and make yourself tolerate the shortcomings of people.'
[Kanz al-'Ummal]

'None of you becomes a true believer until he wishes for his brother (and sister) what he wishes for himself.' [Bukhari, Muslim]

'When a disbeliever performs any good deed, he is rewarded for it in this world; and in the case of a Muslim, God stores up his good acts for him in the Hereafter and provides him with subsistence in this life due to his obedience.' [Muslim]

Church and Mosque Pictures



Feedback

Lesson Title: Tolerance, Respect and Love for Humanity

Name:

Madrasah/Organisation:

Today I have learnt about:

As a result of this lesson I have learnt that a good Muslim should:

I am going to follow up this topic in my home/school/community by:

Follow-up Worksheet

Lesson Title: Tolerance, Respect and Love for Humanity

Name:

Madrasah/Organisation:

Task:

Record any occurrences or things that you have done over the week that demonstrate your tolerance, respect for all and love for humanity.

Tolerance	Respect for all	Love for humanity

Suggested Duration: 60 minutes

Learning Objectives

- ▶ To understand that Britain is made up of diverse religious, ethnic and cultural communities
- ▶ To learn that diversity should be seen as a unifying, and not a divisive force
- ▶ To understand that different communities have valuable contributions to make towards the betterment of society
- ▶ To understand what the term 'community cohesion' means

Key Words

- ▶ Community, cohesion, unity, differences, cultural, divisive, ethnic groups, companions of Prophet Mohammed ﷺ, (sahabah)

Islamic Values

Islam teaches us to accept that the differences between people are part of God's design for His creation. Islam also teaches us that we should treat others the way we want to be treated.

Citizenship Values

Citizenship emphasises that all members of society are different and have a responsibility to get along with each other despite their differences.



Resources

Pupils' Activity Sheet 3.1201:
Lesson Objectives

Pupils' Activity Sheet 3.1202:
Photographs of a Multi-ethnic
High Street

Pupils' Activity Sheet 3.1203:
My Street

Activities

Ask some quick questions to recap the last lesson.

Share the lesson objectives.

A Starter Activity

Hand out Pupils' Activity Sheet 3.1202, showing a mix of different ethnicities. If you cannot print colour photos, then ask pupils to imagine the last time they visited their nearest city centre.

Get the class to identify the different ethnic and religious groups shown in the photographs or that they might have seen in the city centre.

Take feedback and stress that all these people are part of our big community. Ask them: Do all these groups get along? If not, why not?

Suggested answer: Some people do not get along because of differences in opinions and beliefs. Islam teaches us to respect everyone's right to have an opinion and belief.

B Development

Activity 1: Defining Community Cohesion

Introduce the term 'community cohesion' using the following definition (you may wish to choose a different definition).

'Community cohesion is what must happen in all communities to enable different groups of people to get on well together.'
(Institute of Community Cohesion, Coventry)

Activity 2: Different People

This activity has been provided courtesy of the IHNA Education Programme, developed by Building Bridges Pendle.

Using Pupils' Activity Sheet 3.1203, ask the class to describe in writing the different people living in their street. (Encourage them to think in terms of ethnicity, colour, religion, nationality, gender, age, and so on.)

Take feedback and ask pupils to give themselves marks out of ten for the level of friendship they have with these families/ individuals.

Stress that it is important for us to know our community.



Activity 3: Islamic Guidance

Ask a pupil to recite the following verses. Explain the meaning.

وَلَقَدْ كَرَّمْنَا بَنِي آدَمَ

'And indeed We have honoured the children of Adam...'
[Surat al-Isra` 17:70]

Question: Why does the Qur'an use the term 'children of Adam'?

Suggested answer: God has created all human beings from one – Adam – and everyone is equal before him, and only those are better who are more righteous.

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَى
جَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ
عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

'O mankind! We created you from a male and a female and we made you into nations and tribes so that you may know each other; the most noble of you in the sight of God is the one who is the most righteous. Indeed God is All-knowing, All-aware.' [Surat al-Hujurat 49:13]

Question: Why has God created us into various nations and tribes?

Suggested answer: It is God's design for his creation that we are all different. He has created us with differences to test us and to see how we behave with each other, and with those who are different.

Question: What does 'We created you from a male and a female' mean?

Suggested answer: Adam and Hawwa' (Eve)

'Bring to your heart kindness and mercy for others and do not behave towards others like a wild beast; this is because they are either: your brother (and sister) in religion or the same as you in creation.' (Nahj al-Balagh)

'A person from whose mischief the neighbours are not safe will not enter Jannah.' (Muslim)

'One who is not given kindness and gentleness is, in fact, not given any good.' (Muslim)

Resources

Pupils' Activity Sheet 3.1204:
Islamic Guidance

Resources

A Story from the Sirah

This activity is based on the concept used in Lesson 3 of the IHNA Education Programme, developed by Building Bridges Pendle. Tell pupils:

'Prophet Muhammad's ﷺ circle of sahabah (companions) included the Roman Suhayb, the Ethiopian Bilal and the Persian Salman. The Prophet ﷺ referred to the sahabah by their country of origin in order to show his acceptance of other nations and nationalities. Prophet Muhammad ﷺ gave respect and equal opportunity to all of the sahabah, regardless of their colour, language or country of origin.'

Explain that Islam recognises cultural differences and allows people to identify themselves as belonging to a particular country or nation, so long as this does not make them feel superior to others.

Question: How do you think this diverse group of people managed to live together as a cohesive community?

Suggested answer: Because people respected each other's opinions and they had a common goal – to please God.

Question: What lessons can Muslims in Britain learn from the practices of the sahabah?

Suggested answer: We should give everyone an equal opportunity, regardless of the colour of their skin, belief, background or nationality.

C Plenary

Reinforce Islam's message of equality of mankind and the importance of community cohesion in Britain today.

Take pupils' feedback using Pupils' Activity Sheet 3.1205.

Suggested Follow-up Work

Give instructions for follow-up work:

Speak to at least three people who are different from you (who you know from your street or school).

Learn three new things about each of them.

Report your learning using Pupils' Activity Sheet 3.1206.

Pupils' Activity Sheet 3.1205:
Feedback

Pupils' Activity Sheet 3.1206:
Follow-up Worksheet

Lesson Objectives

- ▶ To understand that Britain is made up of diverse religious, ethnic and cultural communities
- ▶ To learn that diversity should be seen as a unifying and not a divisive force
- ▶ To understand that different communities have valuable contributions to make towards the betterment of society
- ▶ To understand what the term 'community cohesion' means



Photographs of a Multi-ethnic High Street



Published in *The Guardian*, 30 August 2006

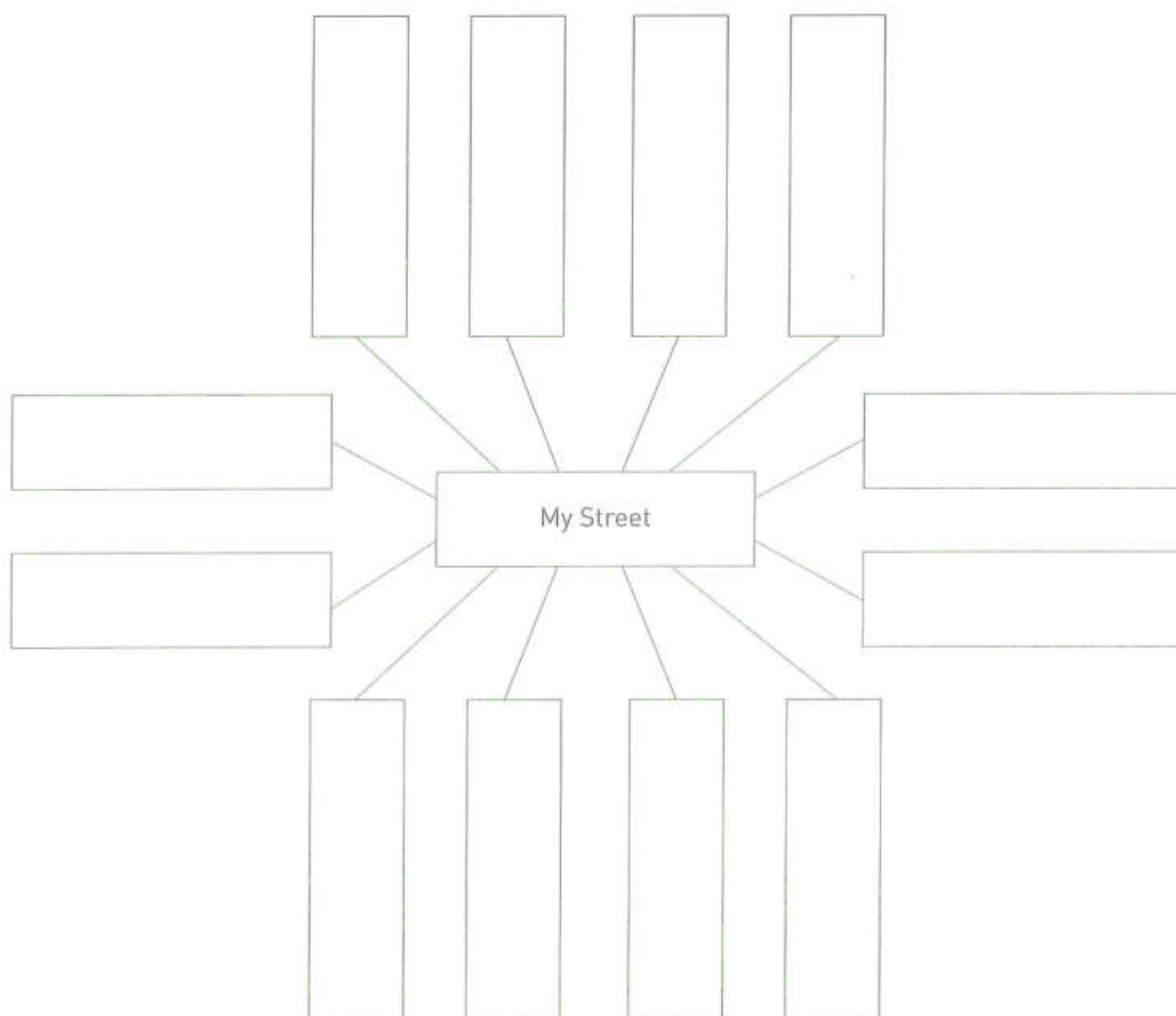


Published in *The Daily Telegraph*, 18 April 2008

My Street

Describe in writing the different people living in your street. Think in terms of ethnicity, colour, religion, nationality, and so on.

This activity has been provided courtesy of the IHNA Education Programme, developed by Building Bridges Pendle.



Islamic Guidance

وَلَقَدْ كَرَّمْنَا بَنِي آدَمَ

'And indeed We have honoured the children of Adam...' [Surat al-Isra` 17:70]

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَى
جَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ
عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

'O mankind! We created you from a male and a female and We made you into races and tribes so that you may know each other; the most noble of you before God is the one who is the most righteous. Indeed God is All-knowing, All-aware.' [Surat al-Hujurat 49:13]

'Bring to your heart kindness and mercy for others and do not behave towards them like a wild beast; this is because they are either: your brother (and sister) in religion or the same as you in creation.' [Nahj al-Balagah]

'A person from whose mischief the neighbours are not safe will not enter Jannah.' [Muslim]

'One who is not given kindness and gentleness is, in fact, not given any good.' [Muslim]

Story from the Sirah:

Note: This activity is based on the concept used in Lesson 3 of IHNA Education Programme developed by Building Bridges Pendle.

Prophet Muhammad's ﷺ circle of sahaba (companions) included the Roman Suhayb, the Ethiopian Bilal and the Persian Salman. The Prophet ﷺ referred to sahabah by their country of origin in order to show his acceptance of other nations and nationalities. The Prophet ﷺ gave respect and equal opportunity to all of the sahabah regardless of their of colour, language or country of origin.

Feedback

Lesson Title: Community Cohesion

Name:

Madrasah/Organisation:

Today I have learnt about:

As a result of this lesson I have learnt that a good Muslim should:

I am going to follow up this topic in my home/school/community by:

Lesson Title: Community Cohesion

Name:

Madrasah/Organisation:

Speak to at least three people who are different from you (who you know from your street or school). Learn three new things about each of them. Use the following three columns to report your learning.

Community Cohesion Pupils' Activity Sheet Page 6 of 6

The Constitution of Madinah: A Multi-faith Society

Suggested Duration: 60 minutes

Learning Objectives

- ▶ To learn about the world's first attempt to lay down the principles for a multi-faith society
- ▶ To appreciate that Prophet Muhammad ﷺ encouraged all people living in Madinah to exercise their rights and fulfil their responsibilities

Key Words

- ▶ Sahifah (page/document), constitution, rights and responsibilities, ummah, hijrah, Ansar (Muslim residents of Madinah who helped the refugees from Makkah), Muhajirun (Muslim refugees who fled from Makkah to Madinah)

Islamic Values

Islam teaches us to obey the law and let people of other faiths practise their religion in the way they want.

Citizenship Values

A British citizen must obey the law and be free to practise their religion in the way they want.



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Resources

Pupils' Activity Sheet 3.1301:
Lesson Objectives

Activities

Ask some quick questions to recap the last lesson.

Share the lesson objectives.

A Starter Activity

Recap:

- ▶ In the previous lesson we looked at 'community cohesion'. What does that term mean?
- ▶ What was the name of the country in which people of different faiths lived and worked closely and well together? (Andalusia/Spain).
- ▶ Why is it rather like Britain today? (Because all the people lived and worked harmoniously, they obeyed the laws, they enjoyed their cultural heritages and practised their religions freely.)
- ▶ In Lesson 1 we looked at the rights and responsibilities of individuals and the government. Do you remember what those terms meant? (Refer back to the first lesson and explain the term BIRR.)
- ▶ Most countries have a set of principles and rules, known as a constitution, which helps its government to run the country. Do you know who devised the first multi-faith and multi-cultural constitution in the world that gave people their rights and outlined their responsibilities? (Prophet Muhammad ﷺ in Madinah.)

B Development

Activity 1: Freedoms List

Using Pupils' Activity Sheet 3.1302, ask the class to work in smaller groups and list the freedoms they would want to have as British citizens, for instance:

- ▶ We would like the freedom to worship.
- ▶ We would like the freedom to ...
- ▶ We would like the freedom to ...

Take feedback and emphasise that in our country we want the freedom to worship, learn, speak, travel, work, and so on.

Activity 2: The Constitution of Madinah – the Sahifah

Remind the class of the story of Prophet Muhammad's ﷺ migration from Makkah to Madinah (the Hijrah).

Madinah was originally called Yathrib and there were Jews, Arabs and others already living there. Some of the people there had also accepted Islam. Prophet Muhammad ﷺ had the difficult task of bringing together the Jews, Ansar and the Muhajirun so that they could live together in peace and harmony.

In order to do this he laid down several principles and rules over a period of time, which later became known as the 'Sahifah', which is Arabic for page or document. This document is said to be the first written constitution ever that gave rights and responsibilities to all citizens.

The key points of the Sahifah/constitution of Madinah were:

- ▶ The three groups living there (Jews, Ansar and Muhajirun) were described by Prophet Muhammed ﷺ as one community.
- ▶ Everybody living in Madinah agreed to accept the final authority of God and His Messenger.
- ▶ Everybody agreed with the choice of the twelve people who would organise the community.

Pupils' Activity Sheet 3.1302:
Freedoms List

Pupils' Activity Sheet: 3.1303:
Key Messages from the
Constitution of Madinah

- ▶ Everybody agreed to co-operate to ensure law and order.
- ▶ Everybody was entitled to protection and support.
- ▶ Everybody was entitled to pray as they wished.
- ▶ Everybody was expected to defend Madinah.
- ▶ Everybody was expected to pay their taxes.

Resources

Pupils' Activity Sheet: 3.1304:
Islamic Guidance

Activity 3: Islamic Guidance

Below are several passages taken from the Sahifah.

The ICE project has taken these texts from the book *Constitutional Analysis of the Constitution of Madinah*, written by Dr Muhammad Tahir ul-Qadri. This book relates the Madinah Constitution to modern terminology and context. You can download the complete document from the ICE website.

Ask a few pupils to read the articles (they may also visit the website for more examples):

Article No 30: Guarantee of freedom of religion for both the Muslims and non-Muslim minorities (the Jews)

'The Jews of Banu Awf (non-Muslim minorities) shall be considered a community along with the believers. They shall be guaranteed the right of religious freedom along with the Muslims. The right shall be conferred on their associates as well as themselves except those who are guilty of oppression or the violators of treaties. They will bring evil only on themselves and their family.'

Question: What did Prophet Muhammad ﷺ mean when he said: 'The Jews have their religion and the Muslims theirs'?

Suggested answer: Everybody has the freedom to practise their religion.

Article No 45: Compulsory mutual help to one another in case of war

'There shall be mutual help between one another against those engaged in war with the allies of this document.'

Question: What is 'mutual help'?

Suggested answer: To help each other

Article No 58: The basic constituent members of this document and their associates shall possess equal constitutional status

'The Jews of Aws (one of the basic constituent members of this document) and their allies shall possess the same constitutional status as the other parties to this document, with a condition that they should thoroughly be sincere and honest in their dealing with the parties.'

Question: Did Prophet Muhammad ﷺ give equal rights to Muslims and others under the Constitution of Madinah?

Answer: Yes.

Resources

Pupils' Activity Sheet 3.1305:
Constitution of Madinah and
British Society

Pupils' Activity Sheet 3.1306:
Feedback

Pupils' Activity Sheet 3.1307:
Follow-up Worksheet

Activity 4: The Constitution of Madinah and British Society

Ask the class to work in small groups and write down why they think the Constitution of Madinah is so important for Muslims in Britain today.

Take feedback and emphasise that it is important because it:

- ▶ provides an Islamic model that shows how a state should be run
- ▶ guarantees religious freedom
- ▶ stresses that all communities have rights and responsibilities to the state and to each other
- ▶ stresses that people should respect the law
- ▶ encourages groups to consult with each other.

C Plenary

To recap, ask the following questions:

- ▶ What is a constitution? (A set of laws and systems for a government)
- ▶ Who devised the first written constitution in the world which gave rights to Jews and Muslims? (Prophet Muhammad ﷺ)
- ▶ Who were the three groups living in Madinah? (The Ansar, the Muhajirun and the Jews)
- ▶ What does the word 'Sahifah' mean? (Page or document)
- ▶ What was Madinah originally called? (Yathrib)
- ▶ Who is responsible for the things you do? (You)

Invite pupils to complete Pupils' Activity Sheet 3.1306.

Suggested Follow-up Work

Give instructions for follow-up work:

Talk to your parents about why it is important to respect the law.

Download *Constitution of Madinah* from the ICE website, and identify the articles which encourage Muslims and non-Muslims to live together in peace.

Use Pupils' Activity Sheet 3.1307 to report your comments.

Lesson Objectives

- ▶ To learn about the world's first attempt to lay down the principles for a multi-faith society
- ▶ To appreciate that the Prophet Muhammad ﷺ encouraged all people living in Madinah to exercise their rights and fulfil their responsibilities



Freedoms List

List the freedoms that you would like to have as British citizens, for example: We would like the freedom to pray.

▶ We would like the freedom to ...

▶ We would like the freedom to ...

▶ We would like the freedom to ...

▶ We would like the freedom to ...

▶ We would like the freedom to ...

▶ We would like the freedom to ...

▶ We would like the freedom to ...

▶ We would like the freedom to ...

▶ We would like the freedom to ...

▶ We would like the freedom to ...

Key Messages from the Constitution of Madinah

- ▶ The three groups living there (Jews, Ansar and Muhajirun) were described by Prophet Muhammad ﷺ as one community.
- ▶ Everybody living in Madinah agreed to accept the final authority of God and His Messenger.
- ▶ Everybody agreed with the choice of the twelve people who would organise the community.
- ▶ Everybody agreed to co-operate to ensure law and order.
- ▶ Everybody was entitled to protection and support.
- ▶ Everybody was entitled to pray as they wished.
- ▶ Everybody was expected to defend Madinah.
- ▶ Everybody was expected to pay their taxes.

Islamic Guidance

The ICE project has taken these texts from the book *Constitutional Analysis of the Constitution of Madinah*, written by Dr Muhammad Tahir ul-Qadri. This book relates the Madinah Constitution to the modern terminology and context. You can download the complete document from the ICE website.

Article No 30: Guarantee of freedom of religion for both the Muslims and non-Muslim minorities (the Jews)

'The Jews of Banu Awf (non-Muslim minorities) shall be considered a community along with the believers. They shall be guaranteed the right of religious freedom along with the Muslims. The right shall be conferred on their associates as well as themselves except those who are guilty of oppression or the violators of treaties. They will bring evil only on themselves and their family.'

Article No 45: Compulsory mutual help to one another in case of war

'There shall be mutual help between one another against those engaged in war with the allies of this document.'

Article No 58: The basic constituent members of this document and their associates shall possess equal constitutional status

'The Jews of Aws (one of the basic constituent members of this document) and their allies shall possess the same constitutional status as the other parties to this document, with a condition that they should thoroughly be sincere and honest in their dealing with the parties.'

Constitution of Madinah and British Society

Why do you think that understanding the Constitution of Madinah is important for British Muslims?

► It teaches us to live in peace with people of other faiths.

►

►

►

►

►

Feedback

Lesson Title: The Constitution of Madinah: A Multi-faith Society

Name:

Madrasah/Organisation:

Today I have learnt about:

As a result of this lesson I have learnt that a good Muslim should:

I am going to follow up this topic in my home/school/community by:

Follow-up Worksheet

Lesson Title: The Constitution of Madinah: A Multi-faith Society

Name:

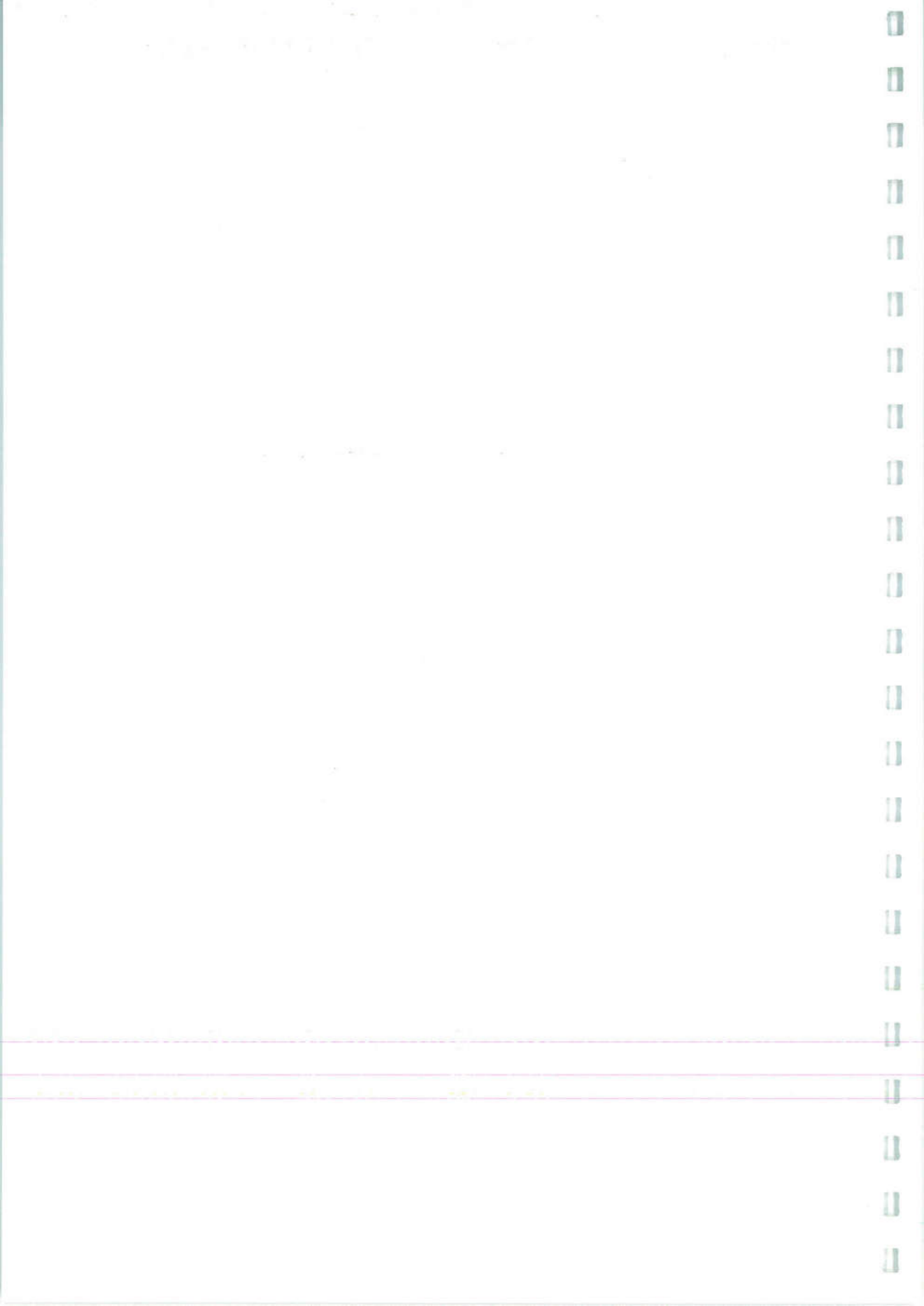
Madrasah/Organisation:

Task:

Talk to your parents about why it is important to respect the law.

Download the *Constitution of Madinah* from the ICE website, and identify the articles which encourage Muslims and non-Muslims to live together in peace.

Your comments:



Living and Working with Others

Suggested Duration: 60 minutes

Learning Objectives

- ▶ To understand that Islam teaches tolerance and respect towards people of all faiths and those of no faith
- ▶ To examine the multi-faith nature of the UK population

Key Words

- ▶ Respect for people, multi-faith community, people of the book (Ahl al-Kitab), the Constitution of Madinah

Islamic Values

Islam teaches us to respect people of all faiths and of no faith.

Citizenship Values

Citizenship encourages us to respect peoples' freedom, choice of different beliefs, backgrounds and traditions within a changing democratic society.



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M (B)



Resources

Pupils' Activity Sheet 3.1401:
Lesson Objectives

Pupils' Activity Sheet: 3.1402:
Word Search

Pupils' Activity Sheet: 3.1403:
Did You Know?

Invite a local priest/rabbi or any
other religious minister

Activities

Ask some quick questions to recap the last lesson.

Share the lesson objectives.

A Starter Activity

Ask pupils to carry out the word search activity, which contains six major faiths in the UK – Christianity, Islam, Judaism, Hinduism, Sikhism and Buddhism.

B Development

Activity 1: Did You Know?

Distribute Pupils' Activity Sheet 3.1403 to the pupils, and read out the ten facts. The aim of this exercise is to show the similarities between the world faiths, in order to increase the pupils' level of respect for people of other faiths.

Under British law citizens are allowed to practise their religion freely and are encouraged to live and to work alongside people of other religions.

Activity 2: Guest Speaker

If you are able to, bring in a guest speaker from a different faith/school of thought and give them an opportunity to speak to the pupils about their faith.

Pupils should be given the opportunity to question the guest speaker at the end of the session. Invite the speaker to remain and observe the whole lesson. If it is not possible to bring a guest speaker, then move on to the next activity.

Activity 3: Islamic Guidance

Ask a pupil to recite the following verses. Explain the meaning.

قُلْ يَا أَهْلَ الْكِتَابِ تَعَالَوْا إِلَى كَلِمَةٍ سَوَاءٍ
بَيْنَنَا وَبَيْنَكُمْ أَلَّا نَعْبُدَ إِلَّا اللَّهَ وَلَا نُشْرِكَ
بِهِ شَيْئًا وَلَا يَتَّخِذَ بَعْضُنَا بَعْضًا أَرْبَابًا مِّنْ
دُونِ اللَّهِ فَإِن تَوَلَّوْا فَقُولُوا اشْهَدُوا
بِأَنَّا مُسْلِمُونَ

'Say, O People of the Book! Come to a word agreed upon between us and you, that we worship none but God and that we do not associate anything with Him, and do not take each other for lords, besides God'; and if they turn their backs, say, 'Bear witness that we have submitted (to God alone).'
[Surat Alee Imran 3:64]

This verse shows that God is encouraging us to listen and talk to people of different faiths and work together on things that unite us rather than divide us.

Question: Who are the People of the Book?

Suggested answer: Jews, Christians and Muslims

Question: What do you think are the commonalities that God is talking about in this verse?

Suggested answer:

- ▶ Belief in God
- ▶ Belief in the hereafter
- ▶ Belief in the revealed books
- ▶ Belief in the messengers of God

لَكُمْ دِينُكُمْ وَلِيَ دِينِ

'You have your religion and I have my religion.'
[Surat al-Kafirun 109:6]

Question: What does this Ayah tell us?

Suggested answers: The Qu'ran tells us that we can co-exist and can have our own religions.

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ
وَإِخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي
ذَٰلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

'And from His signs is the creation of the heavens and the earth and the differences in your tongues (language) and your colours (race), indeed in that are signs for the whole universe.' [Surat al-Rum 30:22]

Question: Why do you think God did not make us all the same?

Suggested answer: So that we can know each other and can learn from each other.

In life we always need individual people with unique and different skills and abilities.

By making us different, God is testing us to see how we treat people who are different.

Question: What can we learn from people of other faiths and of no faith?

Resources

Pupils' Activity Sheet 3.1404:
Islamic Guidance

Resources

Activity 4: Stories from the Sirah

Tell pupils the following stories.

Story from the Sirah – 1

'Once Prophet Muhammad ﷺ asked for some water and a Jewish person gave him some. The Prophet ﷺ prayed for him.'

Questions: What do we learn from this story? Are we allowed to pray for all humanity?

Suggested answers: At the time of the Prophet ﷺ, people of various faiths lived together peacefully.

As Muslims, we are allowed to pray for health and prosperity of all humanity.

Story from the Sirah – 2

'In a place called Ta'if, the people treated Prophet Muhammad ﷺ very badly, so much so that he was hurt physically. The angel Jibril (Gabriel) came to his aid and asked him to give the command and he would destroy the whole valley. The Prophet ﷺ refused. Instead he forgave the people and prayed for them, hoping that good would come out of their future generations.'

Question: What do we learn from this story?

Suggested answers: Prophet Muhammad ﷺ loved to forgive; he could easily have taken revenge but did not.

When you are attacked verbally or physically, you should try to respond with patience, wisdom and forgiveness.

C Plenary

Sum up and stress that Islam teaches us that people of all faiths and of no faith should be respected.

Invite pupils to fill in Pupils' Activity Sheet 3.1405.

Pupils' Activity Sheet 3.1405:
Feedback

Suggested Follow-up Work

Explain the suggested follow-up activities:

Download or read online the *Constitution of Madinah* from the ICE website at www.theiceproject.com and search for all the articles (statements) that gave protection and rights to non-Muslims. You should print/write your findings, using Pupils' Activity Sheet 3.1406.

Notes: The Madinah Constitution is a treaty of human rights in which Prophet Muhammad ﷺ gave many rights to non-Muslims. It is considered to be the first written multi-cultural and multi-faith constitution.

Emphasise that, like Britain today, Madinah was also a multi-faith community.

The relevant articles that pupils should use are:

Article 20 – Non-Muslim minorities' rights

Article 30 – Guarantee of freedom of religion for non-Muslims

Article 40 – Equal rights for internal religious differences

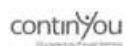
Article 50 – Equal rights of protection of life guaranteed to everyone

Article 62 – All peaceful citizens will be safe and secure.

Pupils' Activity Sheet 3.1406:
Follow-up Worksheet

Lesson Objectives

- ▶ To understand that Islam teaches tolerance and respect towards people of all faiths and those of no faith
- ▶ To examine the multi-faith nature of the UK population



Word Search

Name:

Class:

Madrasah:

Find the six major faiths: Christianity, Islam, Judaism, Hinduism, Sikhism and Buddhism.

Y	I	S	B	A	D	Y	M	H	M	I
T	H	A	U	I	H	I	C	H	S	I
I	M	M	D	I	I	M	S	U	D	D
N	M	B	D	A	I	S	I	Y	J	M
A	D	I	H	M	S	I	H	K	I	S
I	B	K	I	L	L	U	I	N	H	A
T	M	I	S	I	A	D	U	J	U	U
S	I	M	M	K	M	N	U	A	D	D
I	I	S	C	S	U	I	L	J	I	C
R	A	S	I	H	S	H	I	M	A	R
H	A	D	I	S	A	S	B	M	S	I
C	R	U	J	I	I	I	M	N	H	J

Did You Know?

Did you know that ...

- ▶ Moses, Jesus, Joseph and Isaac are respected equally in Islam?
- ▶ The Christian period of fasting is called Lent?
- ▶ Jews don't eat pork?
- ▶ Hindus pray in the morning before going to work/school?
- ▶ Prophet Muhammad ﷺ stood up to pay his respects when a Jewish funeral passed by?
- ▶ People can have a meal (Langar) at any time of the day in a Sikh temple (Gurdwara)?
- ▶ The Sikh phrase 'Ik onkar' means 'there is only one God'?
- ▶ The Buddhist law of Karma teaches that if you do good you will receive good, and if you do bad you will receive bad?
- ▶ Jews, Christians and Muslims are cousins in faith, as all three religions have roots with Prophet Ibrahim?

Islamic Guidance

قُلْ يَا أَهْلَ الْكِتَابِ تَعَالَوْا إِلَى كَلِمَةٍ سَوَاءٍ
بَيْنَنَا وَبَيْنَكُمْ أَلَّا نَعْبُدَ إِلَّا اللَّهَ وَلَا نُشْرِكَ
بِهِ شَيْئًا وَلَا يَتَّخِذَ بَعْضُنَا بَعْضًا أَرْبَابًا مِّنْ
دُونِ اللَّهِ فَإِن تَوَلَّوْا فَقُولُوا اشْهَدُوا
بِأَنَّا مُسْلِمُونَ

'Say, O People of the Book! Come to a word agreed upon between us and you, that we worship none but God and that we do not associate anything with Him, and do not take each other for lords, besides God, and if they turn their backs, say, 'Bear witness that we have submitted (to God alone).'
[Surat Alea Imran 3:64]

لَكُمْ دِينُكُمْ وَلِيَ دِينِ

'You have your religion and I have my religion.' (Surat al-Kafirun 109:6)

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ
وَإِخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي
ذَٰلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

'And from His signs is the creation of the heavens and the earth and the differences in your tongues (language) and your colours (race), indeed in that are signs for the whole universe.'
[Surat al-Rum 30:22]

Story from the Sirah – 1

'Once Prophet Muhammad ﷺ asked for some water and a Jewish person gave him some. The Prophet prayed for him.'

Story from the Sirah – 2

'In a place called Ta'if, the people treated Prophet Muhammad ﷺ very badly, so much so that he was hurt physically. The angel Jibril (Gabriel) came to his aid and asked him to give the command and he would destroy the whole valley. Prophet Muhammad ﷺ refused. Instead he forgave the people and prayed for them, hoping that good would come out of their future generations.'

Feedback

Lesson Title: Living and Working with Others

Name:

Madrasah/Organisation:

Today I have learnt about:

As a result of this lesson I have learnt that a good Muslim should:

I am going to follow up this topic in my home/school/community by:

Follow-up Worksheet

Lesson Title: Living and Working with Others

Name:

Madrasah/Organisation:

Task:

Download or read online the *Constitution of Madinah* from the ICE website at www.theiceproject.com, and search for all the articles (statements) that gave protection and rights to non-Muslims.

Your answers:

British or Muslim, or British Muslim?

Key Stage 3

Suggested Duration: 60 minutes

Learning Objectives

- ▶ To understand that individuals have multiple identities, and we should not have to choose one identity over another
- ▶ To understand that there are religious, ethnic, cultural and national identities
- ▶ To understand that Islam teaches that no nation is better than another, but the best are those that are righteous

Key Words

- ▶ British, Muslim, identity, religious, ethnic, national, sahabah (companions of Prophet Muhammad ﷺ)

Islamic Values

Islam teaches that all people are part of God's creation and we should respect each other. It also teaches us that we can be Muslims and citizens of the country where we live.

Citizenship Values

Citizenship encourages us to respect different national, religious and ethnic identities.



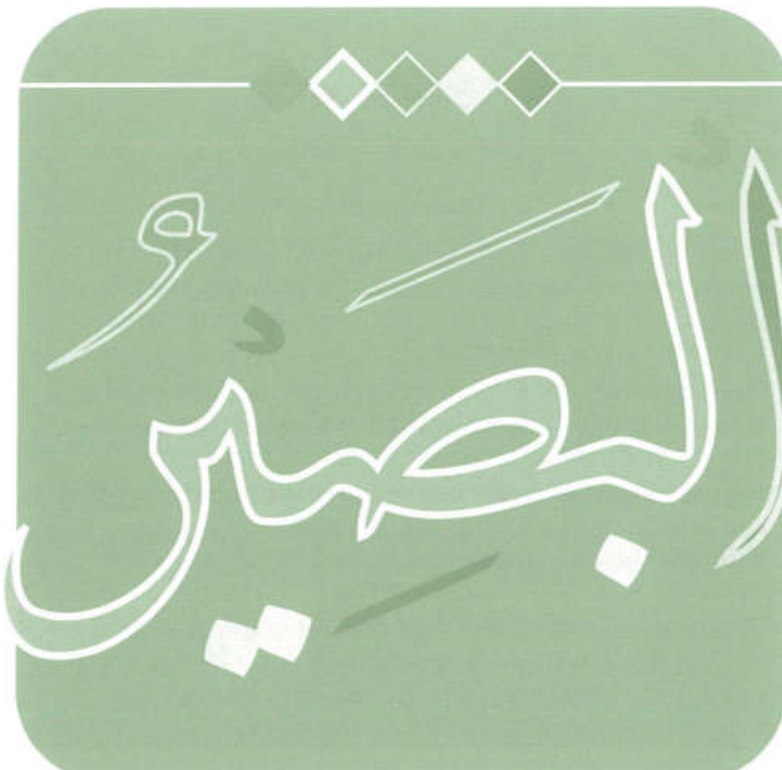
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Resources

Pupils' Activity Sheet 3.1501:
Lesson Objectives

Pupils' Activity Sheet 3.1502:
Photo of a British Woman
Wearing a Union Flag [Source:
Peter Sanders Photography]

Pupils' Activity Sheet 3.1503:
My Identities

Pupils' Activity Sheet 3.1504:
Islamic Guidance

Activities

Ask some quick questions to recap the last lesson.
Share the lesson objectives.

A Starter Activity

Show the photo of the British woman wearing a Union Flag (Jack). Ask pupils for their immediate response. What do they think of her? Is she Muslim, British or both?
Take feedback and reveal her identity as a British Muslim revert to Islam.

B Development

Activity 1: My Identities

Ask pupils to describe themselves using any five descriptions of things that they can be identified as – for example, Arsenal supporter, Pakistani heritage, Bangladeshi heritage, Iraqi heritage, Muslim, boy, girl, pupil, sister/brother. Use Pupils' Activity Sheet 3.1503.

Explain that as individuals we all have multiple identities. At the same time, we can be a student, as well as somebody's child. We can be an Arsenal supporter, as well as a tall boy or girl.

Take feedback and stress that this is known as multiple identities and you should value each of your identities equally.

Activity 2: Islamic Guidance

Ask a pupil to recite the following verses. Explain the meaning.

وَلَوْ شَاءَ رَبُّكَ لَجَعَلَ النَّاسَ أُمَّةً وَاحِدَةً

'And if your Lord wanted He could have made all mankind a single community.' (Surat Hud 11:118)

Question: What are the benefits of being different from each other?

Suggested answer: Various languages, skills that complement each other.

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ
وَإِخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي
ذَٰلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

'And from His signs is the creation of the heavens and the earth and the differences in your tongues (language) and your colours (race), indeed in that are signs for the whole universe.' (Surat al-Rum 30:22)

Questions: Why are differences in tongues and colours signs of God? Does this verse suggest that people of one colour are better than others?

Suggested answers: No, all people are the same before God and only those who are righteous are better than others. The difference between people (how they look, speak and their cultures) is one of the miracles of God.

'The believer is one who is sociable with others and there is no good in one who is not sociable with others nor in one who is not met sociably by them.' (Bayhaqi, Mustadrak)

A Story from the Sirah

This activity is based on the concept used in Lesson 3 of IHNA Education Programme, developed by Building Bridges Pendle.

Tell pupils the following story.

The sahabah of Prophet Muhammad ﷺ included:

- ▶ Bilal, a black man from Abyssinia (present day Ethiopia)
- ▶ Salman, a brown man from Persia
- ▶ Mariyah, a woman from Egypt
- ▶ Suhayb from Rome
- ▶ Abdul-Salam, a Jew
- ▶ Safiyyah, a Jewish woman
- ▶ Anas, a young Arab boy from Madinah
- ▶ Many other people from different tribes of Arabia.

These are only some of the Prophet's ﷺ circle of friends. It is an excellent example of diversity because, although there were differences in culture and racial background, they were able to sit together, learn from each other and work together.

Salman the Persian advised Prophet Muhammad ﷺ about digging defensive ditches/trenches. Thus, in the Battle of Khandaq, trenches were used to good effect. This shows that Prophet Muhammad ﷺ welcomed ideas from people who were from different nations.

Prophet Muhammad ﷺ would often refer to them through their country of origin. This shows clearly that we can be both Muslim and citizens of different countries.

Activity 3: Debate on British Muslim Identity

Split the class into two – one group is to argue that you can be both British and Muslim and the other group is to argue that you cannot.

Give them ten minutes to debate this issue.

Take feedback and stress that Islam allows us to be Muslims and citizens of the country we live in.

C Plenary

Recap the lesson and stress that being a Muslim is our religion and being British is our nationality. These are two identities which complement each other.

As people are Pakistani and Muslim, Arab and Muslim, Scottish and Muslim, Welsh and Muslim, European and Muslim, American and Muslim, you can also be British and Muslim or British Muslim.

Reiterate that Islam allows you to have multiple identities simultaneously.

Take feedback using Pupils' Activity Sheet 3.1505.

Resources

Pupils' Activity Sheet 3.1505:
Feedback

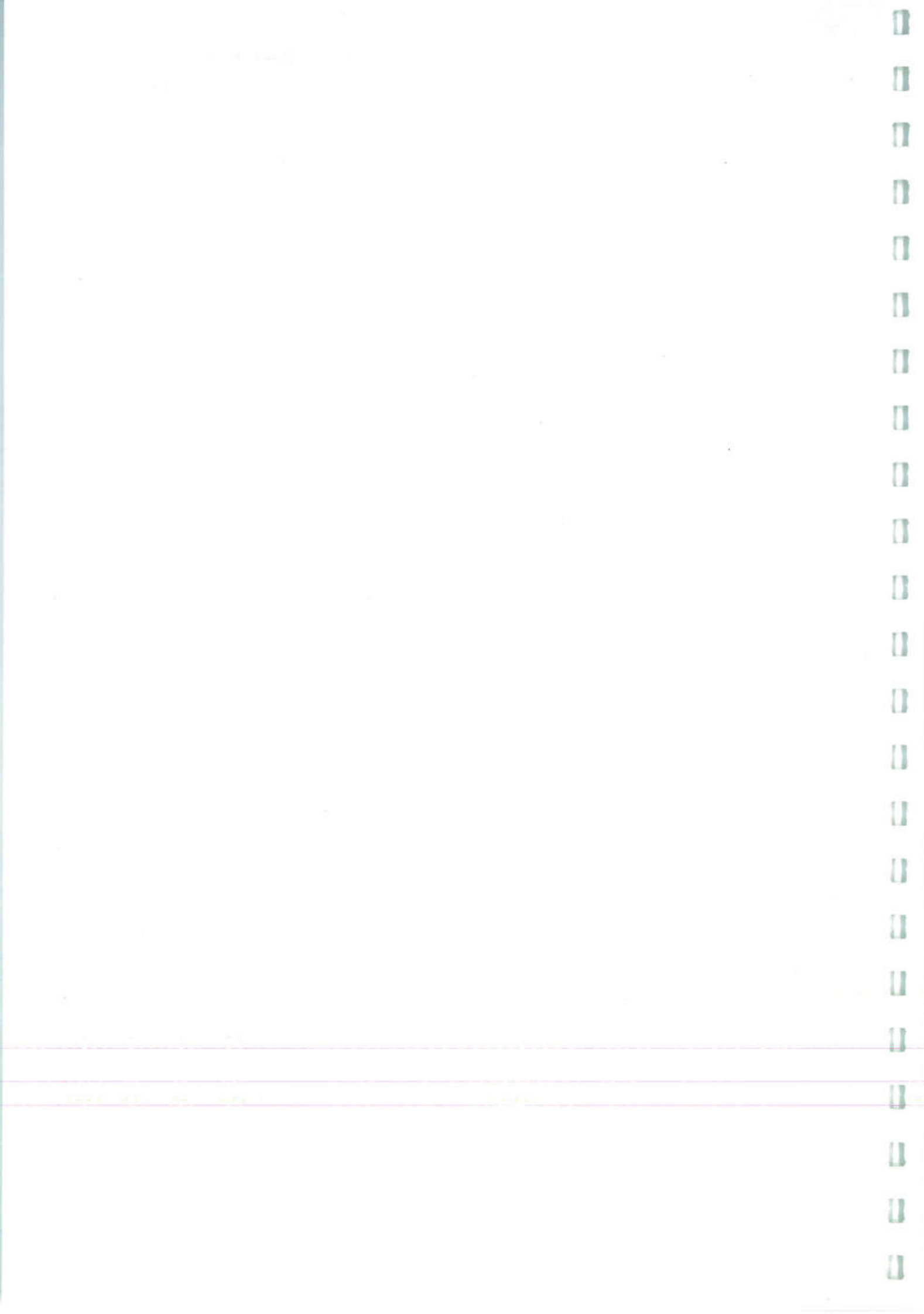
Suggested Follow-up Work

Give instructions for follow-up work:

Do some research in the local community – try to ask at least seven Muslims how they see themselves – Muslim or British or both, and why?

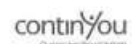
Feed back your findings using Pupils' Activity Sheet 3.1506.

Pupils' Activity Sheet 3.1506:
Pupils' Follow-up Worksheet



Lesson Objectives

- ▶ To understand that individuals have multiple identities, and we should not have to choose one identity over another
- ▶ To understand that there are religious, ethnic, cultural and national identities
- ▶ To understand that Islam teaches that no nation is better than another, but the best are those that are righteous



Photograph of a British Woman Wearing a Union Flag



My Identities

► I am ...

► I am ...

► I am ...

► I am ...

► I am ...

Islamic Guidance

وَلَوْ شَاءَ رَبُّكَ لَجَعَلَ النَّاسَ أُمَّةً وَاحِدَةً

'And if your Lord wanted He could have made all mankind a single community.' [Surat Hud 11:118]

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ
وَإِخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي
ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

'And from His signs is the creation of the heavens and the earth and the differences in your tongues [language] and your colours [race], indeed in that are signs for the whole universe.'
[Surat al-Rum 30:22]

'The believer is one who is sociable with others and there is no good in one who is not sociable with others nor in one who is not met sociably by them.' (Bayhaqi, Mustadrak)

Story from the Sirah

Note: This activity is based on the concept used in Lesson 3 of IHNA Education Programme, developed by Building Bridges Pendle.

The sahabah of Prophet Muhammad ﷺ included:

- ▶ Bilal, a black man from Abyssinia (present day Ethiopia)
- ▶ Salman, a brown man from Persia
- ▶ Mariyah, a woman from Egypt
- ▶ Suhayb, from Rome
- ▶ Abdul-Salam, a Jew
- ▶ Safiyyah, a Jewish woman
- ▶ Anas, a young Arab boy from Madinah
- ▶ Many other people from different tribes of Arabia.

These are only some of the Prophet's ﷺ circle of friends. It is an excellent example of diversity because, although there were differences in culture and racial background, they were able to sit together, learn from each other and work together.

Salman the Persian, advised Prophet Muhammad ﷺ about digging defensive ditches/trenches. Thus in the Battle of trench, trenches were used to good effect. This shows that Prophet Muhammad ﷺ welcomed ideas from people who were from different nations.

Prophet Muhammad ﷺ would often refer to people by their country of origin. This shows clearly that we can be both Muslim and citizens of different countries.

Feedback

Lesson Title: British or Muslim, or British Muslim?

Name:

Madrasah/Organisation:

Today I have learnt about:

As a result of this lesson I have learnt that a good Muslim should:

I am going to follow up this topic in my home/school/community by:

Follow-up Worksheet

Lesson Title: British or Muslim, or British Muslim?

Name:

Madrasah/Organisation:

Task:

Do some research in the local community – try to ask at least seven Muslims how they see themselves – Muslim or British or both, and why? Use the table below to give your feedback.

Who did you speak to?	What was their answer and why?

Suggested Duration: 60 minutes

Learning Objectives

- ▶ To understand that there is diversity within Islam
- ▶ To learn that good Muslims do not look down on other Muslims, regardless of the groups they belong to
- ▶ To understand that Islam encourages us to celebrate similarities and respect differences

Key Words

- ▶ Differences, similarities, diversity, ummah, Muhajirun, Ansar

Islamic Values

Islam teaches us to respect all Muslims, regardless of the groups they belong to. It also teaches us that these diverse groups make up the ummah.

Citizenship Values

Citizenship teaches us to value diversity and to respect the values and opinions of other people.



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Resources

Pupils' Activity Sheet 3.1601:
Lesson Objectives

Pupils' Activity Sheet 3.1602:
Identify Similarities

Activities

Ask some quick questions to recap the last lesson.

Share the lesson objectives.

A Starter Activity

This is a very sensitive lesson, trying to encourage an area of work that as Muslims generally we find difficult – intra-faith dialogue (dialogue between Muslims).

It is important that as teachers/volunteers we model good practice in terms of showing that we respect all Muslims, regardless of our differences.

Ask pupils to list the various groups (schools of thought) of Muslims that they know of.

Take feedback in the form of a group discussion around the word 'Muslims'.

B Development

Activity 1: Identify Similarities

Take time to discuss feedback from the Starter Activity in as much detail as you are comfortable with.

Ask pupils to work in pairs and list what they think the similarities are between their own group and other Muslim groups.

Take feedback from pupils and emphasise the fact that there are more similarities than differences and stress that:

- ▶ The differences of these groups all make up the Muslim ummah.
- ▶ Diversity is about appreciating and respecting differences, and Islam teaches us to respect these differences.

Use any cultural/linguistic differences in the class to illustrate the point that in our difference is our strength.

In your class there may be pupils who speak English, Urdu, Arabic, Punjabi, Persian, Turkish, and so on.

Stress that as individuals we can speak one or two languages, but collectively in this class we can speak maybe more than twenty languages (replace the number with the number of languages spoken in your class).

Emphasise that this is just one meaning of diversity.

Activity 2: Islamic Guidance

Ask a pupil to recite the following verses. Explain the meaning.

إِنَّمَا الْمُؤْمِنُونَ إِخْوَةٌ فَأَصْلِحُوا بَيْنَ أَخَوَيْكُمْ
وَاتَّقُوا اللَّهَ لَعَلَّكُمْ تُرْحَمُونَ

'Indeed the believers are brothers (and sisters). Therefore, maintain good relations with your brothers (and sisters) and be aware of God. So that you may be shown mercy (by God).'
[Surat al-Hujurat 49:10]

Question: What do we learn from this verse?

Suggested answer: Here the Qur'an clearly tells us that all Muslims are brothers and sisters and it is our duty to maintain good relations between ourselves.

وَاعْتَصِمُوا بِحَبْلِ اللَّهِ جَمِيعًا وَلَا تَفَرَّقُوا
وَاذْكُرُوا نِعْمَةَ اللَّهِ عَلَيْكُمْ إِذْ كُنْتُمْ أَعْدَاءً
فَأَلَّفَ بَيْنَ قُلُوبِكُمْ فَأَصْبَحْتُمْ بِنِعْمَتِهِ إِخْوَانًا

'...And hold on strong to the rope of God all together and do not be divided. And remember God's favour upon you, how you were enemies and He brought your hearts together in love so that you became brothers (and sisters) through His grace...' [Surat Alee Imran 3:103]

Question: What does 'hold on strong to the rope of God' mean?

Suggested answer: In this verse 'rope of God' means the message of God and we all should hold on to God's message and live together in harmony, regardless of our differences.

وَمَنْ أَحْسَنُ قَوْلًا مِّمَّنْ دَعَا إِلَى اللَّهِ وَعَمِلَ
صَالِحًا وَقَالَ إِنِّي مِنَ الْمُسْلِمِينَ

'And who is better in speech than the one who invites towards God and does good and says indeed I am from amongst the Muslims.' [Surat al-Fussilat 41:33]

'Do not envy each other, do not raise prices against each other, do not hate each other, do not turn away from each other, and do not undercut each other. Rather be servants of God as brothers. A Muslim is a Muslim's brother (and sister). He neither wrongs him, nor cheats him, nor does he tell him lies, nor does he have contempt for him. Piety is here (and He pointed to his chest). It is sufficient evil for a person to look down on his Muslim brother (and sister). The whole of a Muslim is sacred to another Muslim: his blood, his wealth and his honour.' [Bukhari, Muslim]

Explain a few messages from this hadith and stress that we are not allowed to look down on other Muslims.

'The improvement of people's affairs is in co-existence and close co-operation according to a set measure; two-thirds of which is to have awareness (about each other) and a third of which is to pretend ignorance of each other's faults.'
[Kanz al-Ummal]

Resources

Pupils' Activity Sheet 3.1603:
Islamic Guidance

Resources

A Story from the Sirah

Read out the story below (you may wish to use other similar stories).

'The Muslims of Makkah were being persecuted by the non-Muslims and so to protect their lives and their faith, the Prophet ﷺ instructed them to leave and flee to Madinah, where they would find protection. They had to leave their homes and their belongings behind. They became refugees in Madinah and were known as the Muhajirun.

'In Madinah, Prophet Muhammad ﷺ gathered the Muslims in the house of Anas. He explained the terrible situation that the Muslims from Makkah, the Muhajirun, were in. He suggested to the Muslims of Madinah that they take the Muhajirun as their brothers and sisters and look after them. They happily agreed and shared everything with them equally. They were now known as the Ansar, the helpers.

'By doing so the Prophet ﷺ created a relationship of brotherhood and sisterhood between the Muslims of Makkah and the Muslims of Madinah.'

Question: What do we learn from this story?

Suggested answer: This story tells us that people from different backgrounds and tribes became brothers and sisters in the name of God. Today, we must not forget this wonderful story and should follow this tradition started by Prophet Muhammad ﷺ. We should respect and treat all Muslims as our brothers and sisters.

C Plenary

Recap the lesson by emphasising the following points:

- ▶ There are various groups in Islam, as in many other religions.
- ▶ The Qur'an and hadith tell us that we are all part of one Muslim ummah.
- ▶ It is our duty to respect Muslims who are different to us.
- ▶ All masajid are houses of God and we should respect them and those who attend them.

Emphasise that all Muslims belong to one ummah and Muslims from various schools of thought, backgrounds, nations and countries are equally part of the ummah.

Invite pupils to complete Pupils' Activity Sheet 3.1604.

Suggested Follow-up Work

Give instructions for follow-up work:

Work together with your teacher and try to get someone from a different Muslim group to come into your madrasah/school and give a short introductory talk.

Speak to three people (friends/family) who are from a different Muslim group, and identify seven similarities between your group and their group.

Use Pupils' Activity Sheet 3.1605 to report back.

Pupils' Activity Sheet 3.1604:
Feedback

Pupils' Activity Sheet 3.1605:
Follow-up Worksheet

Lesson Objectives

- ▶ To understand that there is diversity within Islam
- ▶ To learn that good Muslims do not look down on other Muslims, regardless of the groups they belong to
- ▶ To understand that Islam encourages us to celebrate similarities and respect differences



Identify Similarities

List the similarities between your group (school of thought) and other Muslim groups.

▶

▶

▶

▶

▶

▶

▶

Islamic Guidance

إِنَّمَا الْمُؤْمِنُونَ إِخْوَةٌ فَأَصْلِحُوا بَيْنَ أَخَوَيْكُمْ
وَاتَّقُوا اللَّهَ لَعَلَّكُمْ تُرْحَمُونَ

'Indeed the believers are brothers (and sisters). Therefore, maintain good relations with your brothers (and sisters) and be aware of God. So that you may be shown mercy (by God).' [Surat al-Hujurat 49:10]

وَاعْتَصِمُوا بِحَبْلِ اللَّهِ جَمِيعًا وَلَا تَفَرَّقُوا
وَاذْكُرُوا نِعْمَةَ اللَّهِ عَلَيْكُمْ إِذْ كُنْتُمْ أَعْدَاءً
فَأَلَّفَ بَيْنَ قُلُوبِكُمْ فَأَصْبَحْتُمْ بِنِعْمَتِهِ إِخْوَانًا

'And hold on strong to the Rope of God all together and do not be divided. And remember God's favour upon you, how you were enemies and He brought your hearts together in love so that you became brothers (and sisters) through His grace.' [Surat Ale Imran 3:103]

وَمَنْ أَحْسَنُ قَوْلًا مِّمَّنْ دَعَا إِلَى اللَّهِ وَعَمِلَ
صَالِحًا وَقَالَ إِنِّي مِنَ الْمُسْلِمِينَ

'And who is better in speech than the one who invites towards God and does good and says indeed I am from amongst the Muslims.' [Surat al-Fussilat 41]

'Do not envy each other, do not raise prices against each other, do not hate each other, do not turn away from each other, and do not undercut each other. Rather be servants of God as brothers. A Muslim is a Muslim's brother (and sister). He neither wrongs him, nor cheats him, nor does he tell him lies, nor does he have contempt for him. Piety is here (and He pointed to his chest). It is sufficient evil for a person to look down on his Muslim brother (and sister). The whole of a Muslim is sacred to another Muslim: his blood, his wealth and his honour.' [Bukhari, Muslim]

'The improvement of people's affairs is in co-existence and close co-operation according to a set measure; two-thirds of which is to have awareness (about each other) and a third of which is to pretend ignorance of each other's faults.' [Kanz al-'Ummal]

A Story from the Sirah

'The Muslims of Makkah were being persecuted by the non-Muslims and so to protect their lives and their faith, the Prophet ﷺ instructed them to leave and flee to Madinah where they would find protection. They had to leave their homes and their belongings behind. They became refugees in Madinah and were known as the Muhajirun.

'In Madinah, Prophet Muhammad ﷺ gathered the Muslims in the house of Anas. He explained the terrible situation that the Muslims from Makkah, the Muhajirun, were in. He suggested to the Muslims of Madinah that they take the Muhajirun as their brothers and sisters and look after them. They happily agreed and shared everything with them equally. They were now known as the Ansar, the helpers.

'By doing so the Prophet ﷺ created a relationship of brotherhood and sisterhood between the Muslims of Makkah and the Muslims of Madinah.'

Feedback

Lesson Title: Diversity in Islam

Name:

Madrasah/Organisation:.....

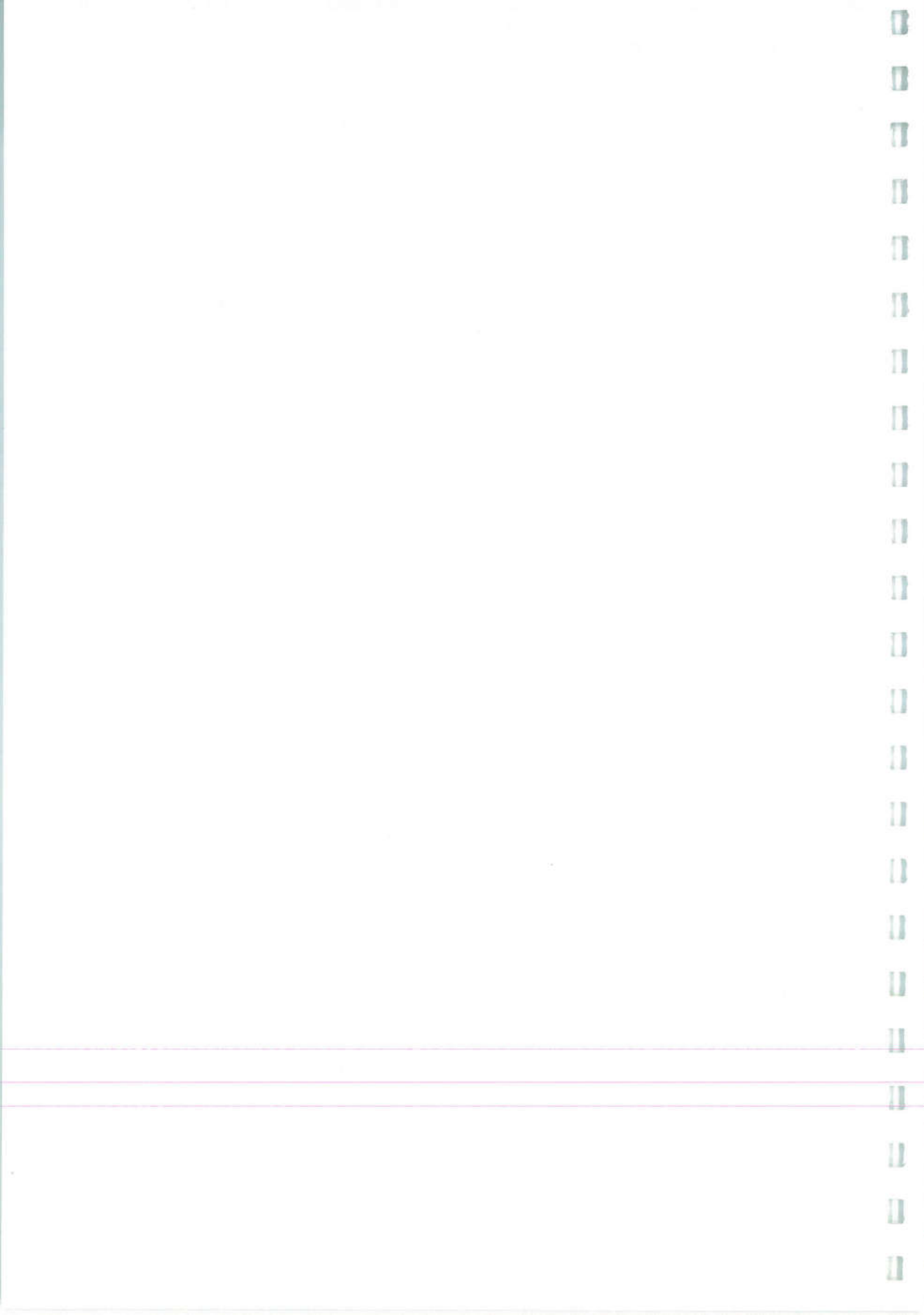
Today I have learnt about:

As a result of this lesson I have learnt that a good Muslim should:

I am going to follow up this topic in my home/school/community by:

Follow-up Worksheet

Lesson Title: Diversity in Islam		
Name:		
Madrasah/Organisation:		
Task: Work together with your teacher to try and get someone from a different Muslim group to come into your madrasah/school and give a short introductory talk. Speak to three people (friends/family) who are from a different Muslim group, and identify seven similarities between your group and their group.		
Person 1	Person 2	Person 3



Rights and Responsibilities

Suggested Duration: 60 minutes

Learning Objectives

- ▶ To understand the difference between 'rights' and 'responsibilities'
- ▶ To highlight the different ways Muslims can enjoy their rights and fulfil their responsibilities
- ▶ To learn that the government has constitutional rights over, and responsibilities towards, its citizens

Key Words

- ▶ Rights, responsibilities, kindness, sharing, community, individual, government policy, protest, constitutional right

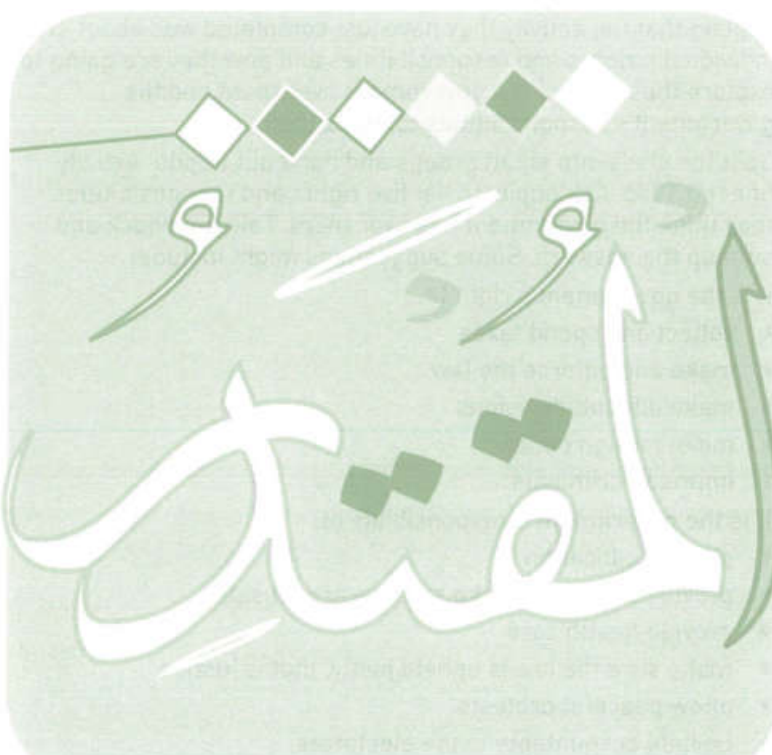
Islamic Values

Islam teaches us to fulfil our responsibilities and to protect our rights. It also teaches us to treat others the way we want to be treated.

Citizenship Values

A good citizen would claim their rights and also carry out their responsibilities.

A responsible government looks after its citizens and their well-being.



Resources

Pupils' Activity Sheet 3.1701:
Lesson Objectives

Pupils' Activity Sheet 3.1702:
Understanding Rights and
Responsibilities

Pupils' Activity Sheet 3.1702(a):
Rights and Responsibilities in
School and Madrasah

Pupils' Activity Sheet 3.1703:
Government's Rights and
Responsibilities

Activities

Ask some quick questions to recap the last lesson.
Share the lesson objectives.

A Starter Activity

Ask pupils what the terms 'rights' and 'responsibilities' mean. Give them a few minutes to talk to each other and then take quick feedback.

Explain that 'rights' are the things that you are entitled to, those things which you should have without having to ask for them, for example, education, health and a safe environment. Explain that the United Nations has a charter (a set of rules) that lists the rights of children and young people. Share with the class that in some parts of the world children have to work long hours without sufficient food or decent wages. They have no right to these entitlements.

B Development

Activity 1: Understanding Rights and Responsibilities

Ask pupils to list five rights (on Pupils' Activity Sheet 3.1702) they think that they have in the UK. These rights could be at home, at school, in the madrasah or in the community. Tell them to use only column 1 of the activity sheet. Give them a few minutes to complete the list of their rights.

Now explain that 'responsibilities' are those things that you must do, the things you are responsible for – for example, you have a responsibility to do your homework, to respect your parents, and to pray five times a day. Stress that you must fulfil your responsibilities in order to claim your rights.

Now ask pupils to complete the second column of Pupils' Activity Sheet 3.1702 by writing down their responsibilities against each of the rights they have already recorded. Take feedback by asking a few pupils to share their worksheets with the whole class.

Explain that all individuals have rights and also have responsibilities. You cannot have one without the other. Give out Pupils' Activity Sheet 3.1702(a) and ask pupils to discuss their rights and responsibilities in school and the madrasah.

Activity 2: Government's Rights and Responsibilities

Explain that the activity they have just completed was about an individual's rights and responsibilities and now they are going to explore the rights of the government over them and the government's responsibilities towards them.

Split the class into small groups and hand out Pupils' Activity Sheet 3.1703. Ask pupils to list five rights and responsibilities they think the government has over them. Take feedback and sum up the answers. Some suggestions might include:

It is the government's right to:

- ▶ collect and spend taxes
- ▶ make and enforce the law
- ▶ make difficult decisions
- ▶ make foreign policy
- ▶ imprison criminals.

It is the government's responsibility to:

- ▶ provide education
- ▶ provide security – make sure we are all safe
- ▶ provide health care
- ▶ make sure the law is upheld justly, that is justice
- ▶ allow peaceful protests
- ▶ be held accountable to the electorate.

Activity 3: Islamic Guidance

Ask a pupil to recite the following verses. Explain the meaning.

يَا أَيُّهَا الَّذِينَ آمَنُوا كُونُوا قَوَّامِينَ لِلَّهِ شُهَدَاءَ
بِالْقِسْطِ وَلَا يَجْرِمَنَّكُمْ شَنَا نُ قَوْمٍ عَلَىٰ أَلَّا
تَعْدِلُوا اعْدِلُوا هُوَ أَقْرَبُ لِلتَّقْوَىٰ وَاتَّقُوا اللَّهَ
إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ

'O believers! Stand out firmly for God, as witnesses to fair dealing, and let not the hatred of others prevent you from being just. Be just, that is nearer to piety. And observe your duty to God; indeed God is well aware of what you do.'
[Surat al-Ma'idah 5:8]

Question: What are the messages in this verse?

Suggested answer: When dealing with other people we should deal fairly and justly. We should not be unfair with others because of our differences. If we have a responsibility towards another human being, we should be fair in fulfilling this responsibility. We should be honest and fair when claiming our rights. God knows and is aware of everything we do.

يَا أَيُّهَا الَّذِينَ آمَنُوا كُونُوا قَوَّامِينَ بِالْقِسْطِ
شُهَدَاءَ لِلَّهِ وَلَوْ عَلَىٰ أَنْفُسِكُمْ أَوِ الْوَالِدِينَ
وَالْأَقْرَبِينَ إِنْ يَكُنْ غَنِيًّا أَوْ فَقِيرًا فَاللَّهُ أَوْلَىٰ
بِهِمَا فَلَا تَتَّبِعُوا الْهَوَىٰ أَنْ تَعْدِلُوا وَإِنْ تَلْوُوا
أَوْ تُعْرِضُوا فَإِنَّ اللَّهَ كَانَ بِمَا تَعْمَلُونَ خَبِيرًا

'O believers, be upholders of justice – witnesses for God, even against yourselves or parents and relatives. One may be rich or poor, God is a better caretaker of both. So do not follow desires in case you do not do justice. And if you twist or avoid, then God is All-aware of what you do.'
[Surat al-Nisa' 4:135]

'For your brother, offer your blood and your wealth, for your enemy your justice and your fairness and for people in general your joy and good favour.' (Bihar al-Anwar)

'Each one of you is a shepherd and each one of you is responsible for those in your care.' (Bukhari, Muslim)

Question: What does a shepherd do and why did Prophet Muhammad ﷺ say we are all shepherds?

Suggested answer: A shepherd looks after his flock. He is **responsible** for the well-being of his flock and if he does not fulfil his **responsibility** of taking care of his flock, then he will lose his **right** to the milk, wool, skin and meat from his flock.

Resources

Pupils' Activity Sheet 3.1704:
Islamic Guidance

Resources

Activity 4: Debate

Split the class into two groups and read the following scenario:

You are shopping for your 'Id clothes with your mum and two younger brothers. You have seen a pair of trainers that your friend wears. However, they cost twice as much as your mum has set aside for you.

Remembering that your brothers also need new footwear, do you:

- ▶ Insist that your mum buys you the trainers because it is your right.
- ▶ Try to convince your mum that your brothers don't need new shoes or to buy cheaper shoes for them.
- ▶ Accept happily that your mum cannot afford to buy you the trainers you want for the time being.

Ask pupils in the above scenario about what is their right and what is their responsibility.

Ask pupils to discuss which of the two is more important – the right or the responsibility.

C Plenary

Ask some quick questions – ask pupils to stand if they think each of the following statements is a right, and stay seated if they think it is a responsibility.

- ▶ To receive medical treatment at the hospital (Right)
- ▶ To respect public property (Responsibility)
- ▶ To share your computer/games with your sister/brother (Responsibility)
- ▶ To be taught how to pray properly (Right)
- ▶ To be educated (Right)
- ▶ To vote (when 18) (Right/Responsibility)
- ▶ To respect the law of the country (Responsibility)
- ▶ Not to harm others (Responsibility).

Sum up and stress that rights go hand in hand with responsibilities.

Ask pupils to complete Pupils' Activity Sheet 3.1705.

Suggested Follow-up Work

Give instructions for follow-up work:

Ask your parents what they think your rights and responsibilities are.

Speak to your family members and identify the rights and responsibilities of your local city council.

List five rights and five responsibilities using Pupils' Activity Sheet 3.1706.

Pupils' Activity Sheet 3.1705:
Feedback

Pupils' Activity Sheet 3.1706:
Follow-up Worksheet

Lesson Objectives

- ▶ To understand the difference between 'rights' and 'responsibilities'
- ▶ To highlight the different ways Muslims can enjoy their rights and fulfil their responsibilities
- ▶ To learn that the government has constitutional rights over, and responsibilities towards, its citizens



Understanding Rights and Responsibilities

My Rights	My Responsibilities

Rights and Responsibilities in School and Madrasah

You have the right to a safe environment.

You have a responsibility to follow safety rules.

You have the right to voice your opinion.

You have a responsibility to respect the opinions of others.

You have the right to use school/madrasah books, materials and equipment.

You have a responsibility to take care of all school/madrasah equipment.

You have the right to fair treatment.

You have a responsibility to treat others fairly.

You have the right to a good education.

You have a responsibility to do your best.

Government's Rights and Responsibilities

Government's Rights	Government's Responsibilities

Islamic Guidance

يَا أَيُّهَا الَّذِينَ آمَنُوا كُونُوا قَوَّامِينَ لِلَّهِ شُهَدَاءَ
بِالْقِسْطِ وَلَا يَجْرِمَنَّكُمْ شَنَاَنُ قَوْمٍ عَلَى الْأَ
تَعْدِلُوا اعْدِلُوا هُوَ أَقْرَبُ لِلتَّقْوَى وَاتَّقُوا اللَّهَ
إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ

'O believers! Stand out firmly for God, as witnesses to fair dealing, and let not the hatred of others prevent you from being just. Be just, that is nearer to piety. And observe your duty to God; indeed God is well aware of what you do.' [Surat al-Ma'idah 5:8]

يَا أَيُّهَا الَّذِينَ آمَنُوا كُونُوا قَوَّامِينَ بِالْقِسْطِ
شُهَدَاءَ لِلَّهِ وَلَوْ عَلَى أَنْفُسِكُمْ أَوِ الْوَالِدَيْنِ
وَالْأَقْرَبِينَ إِنْ يَكُنْ غَنِيًّا أَوْ فَقِيرًا فَاللَّهُ أَوْلَى
بِهِمَا فَلَا تَتَّبِعُوا الْهَوَى أَنْ تَعْدِلُوا وَإِنْ تَلَوُّوا
أَوْ تُعْرَضُوا فَإِنَّ اللَّهَ كَانَ بِمَا تَعْمَلُونَ خَبِيرًا

'O believers, be upholders of justice – witnesses for God, even against yourselves or parents and relatives. One may be rich or poor, God is a better caretaker of both. So do not follow desires in case you do not do justice. And if you twist or avoid, then God is All-aware of what you do.' [Surat al-Nisa' 4:135]

'For your brother, offer your blood and your wealth, for your enemy your justice and your fairness and for people in general your joy and good favour.' (Bihar al-Anwar)

'Each one of you is a shepherd and each one of you is responsible for those in your care.' [Bukhari, Muslim]

Feedback

Lesson Title: Rights and Responsibilities

Name:

Madrasah/Organisation:

Today I have learnt about:

As a result of this lesson I have learnt that a good Muslim should:

I am going to follow up this topic in my home/school/community by:

Follow-up Worksheet

Lesson Title: Rights and Responsibilities

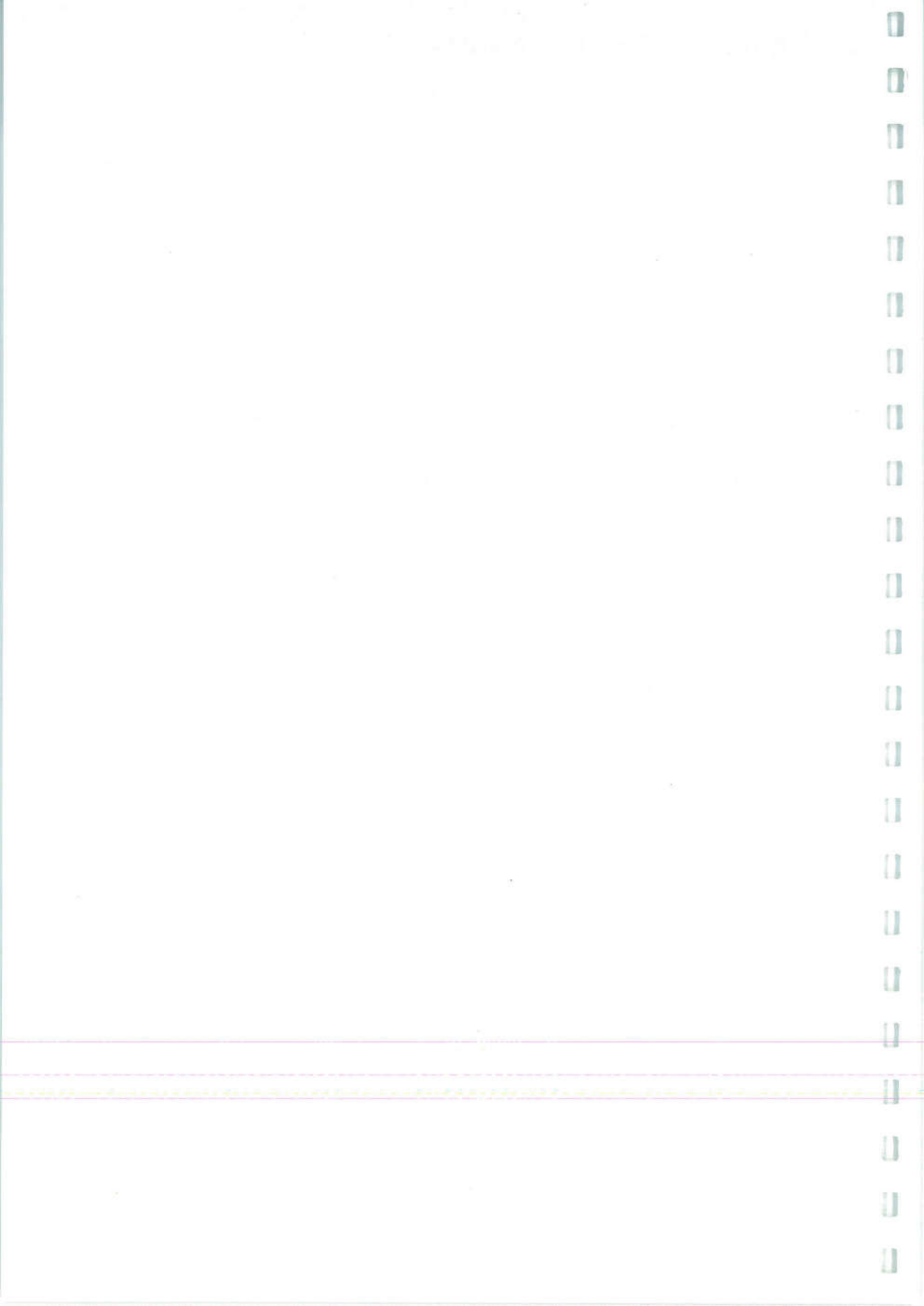
Name:

Madrasah/Organisation:

Task:

Ask your parents what they think your rights and responsibilities are.

Speak to your family members and identify the rights and responsibilities of your local city council. List five rights and five responsibilities.



Suggested Duration: 60 minutes

Learning Objectives

- ▶ To know that we all have a responsibility for protecting the environment
- ▶ To understand that we need to preserve the earth's resources for future generations
- ▶ To show gratitude for God's blessings by using natural resources wisely

Key Words

- ▶ Environment, litter, protect, natural disasters, recycling

Islamic Values

Islam teaches us that it is our duty to protect our environment as these resources are gifts and an amanah from God.

Citizenship Values

Citizenship teaches us to protect the environment locally, nationally and globally, now and in the future.



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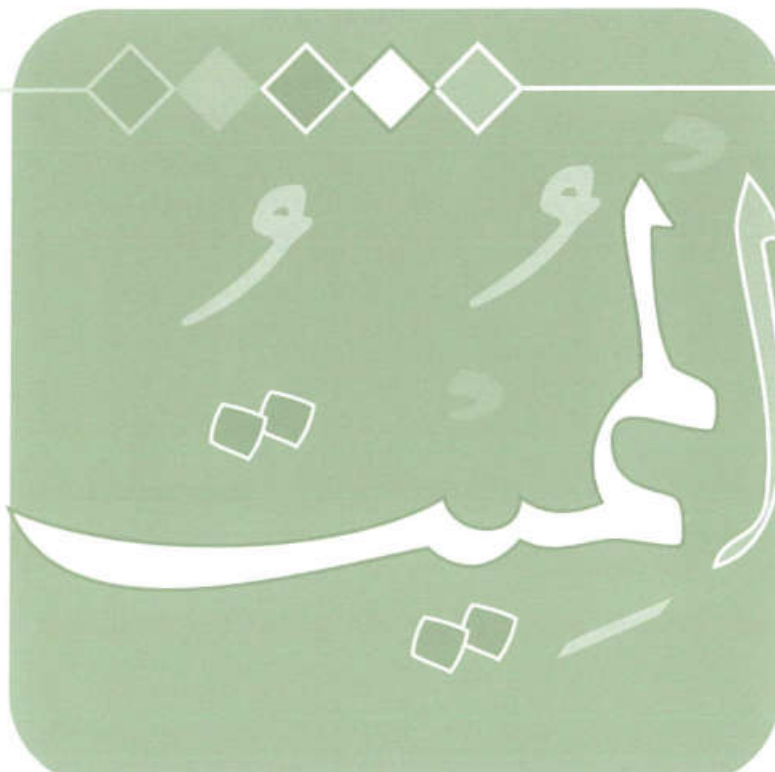


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M (B)



Resources

Pupils' Activity Sheet 3.1801:
Lesson Objectives

Activities

Ask some quick questions to recap the last lesson.

Share the lesson objectives.

A Starter Activity

Ask pupils what the word 'environment' means.

Take quick feedback and list pupils' answers.

Emphasise that the environment is the surroundings in which we live. It can be local, regional, national and even international. It may include air, trees, parks, buildings, roads, houses, electricity, gas and water.

Ask pupils what 'global warming' means and why global warming is such an important issue for the whole world.

Suggested answers: The effects of global warming are worldwide.

Some areas are being affected by cyclones, hurricanes and floods, while others are suffering from drought.

People are leaving some of these areas and moving to safer areas to avoid natural disasters.

The glaciers and ice polar caps are melting at a frightening rate.

Humans are consuming the world's resources at such a fast rate that they cannot be replaced.

We can take part in reducing global warming by using public transport instead of our cars. We can: switch off lights when they are not needed; use our heating systems more effectively; turn taps off to save water; and walk to school.

B Development

Activity 1: Dream Environment

Hand out Pupils' Activity Sheet 3.1802 and ask pupils to describe their dream environment, either by drawing or by describing it in words. What would they like to see in it and what actions would they take to protect it?

Take feedback and discuss some of the pupils' suggestions with the whole class. Emphasise that in order to have a dream environment we must protect what we have.

Pupils' Activity Sheet 3.1802:
Dream Environment

Activity 2: Islamic Guidance

Ask a pupil to recite the following verses. Explain the meaning.

وَلَقَدْ كَرَّمْنَا بَنِي آدَمَ وَحَمَلْنَاهُمْ فِي الْبَرِّ
وَالْبَحْرِ وَرَزَقْنَاهُمْ مِنَ الطَّيِّبَاتِ وَفَضَّلْنَاهُمْ
عَلَى كَثِيرٍ مِمَّنْ خَلَقْنَا تَفْضِيلًا

'And indeed We have honoured the children of Adam. We carry them on the land and the sea, and have made provision of good things for them, and have preferred them above many of those whom We created with a marked preference.'
[Surat al-Isra' 17:70]

Question: What do we learn from this verse?

Suggested answer: Here God tells us that he has preferred human beings above all of His creations. We have qualities which other creatures do not have. He created all good things for us. Explain that it is our duty to protect and use them wisely.

All the blessings God has created for us, such as air, water and plants, are for our benefit and we should use them wisely. If we cut a tree for our use we must plant another for our coming generations.

وَاللَّهُ أَنْزَلَ مِنَ السَّمَاءِ مَاءً فَأَحْيَا بِهِ الْأَرْضَ
بَعْدَ مَوْتِهَا إِنَّ فِي ذَلِكَ لَآيَةً لِّقَوْمٍ يَسْمَعُونَ

'And God has sent down the rain from the sky and given life to the earth after it was lifeless. Indeed in that there is a sign for people who listen.' [Surat al-Nahal 16:65]

Question: What is 'lifeless' earth?

Suggested answer: 'Lifeless' earth means that there are no plants, no water, no crops, no grass and no life on it.

Question: How would you revive a lifeless earth?

Suggested answer: By planting trees, taking care of planet earth, using fewer resources, and by not being wasteful.

وَلَا تُسْرِفُوا إِنَّهُ لَا يُحِبُّ الْمُسْرِفِينَ

'...And do not waste (God's bounties), indeed He does not love the wasteful...' [Surat al-An'am 6:141]

Question: How can we minimise waste?

Suggested answer: By recycling.

'Muslims will always earn the reward of charity for planting a tree or a field and then birds, humans and animals eat from it.' [Bukhari, Muslim].

'He who wastes is not one of us.' [Abu Dawud, Ibn Majah]

Explain that we have a clear message from both the Qur'an and the life of Prophet Muhammad ﷺ that as Muslims we have a responsibility to protect the environment in which we live.

Resources

Pupils' Activity Sheet 3.1803:
Islamic Guidance

Resources

Pupils' Activity Sheet 3.1804:
Responsibility to Protect
Environment

Activity 3: Responsibilities

Split the class into small groups, and hand out Pupils' Activity Sheet 3.1804.

Ask pupils to list the individual's, community's and government's responsibilities to protect the environment.

Take feedback and stress that we are all responsible for protecting the environment. There are certain things we can do individually, but other things may need a collective response from the community and, in some cases, the government needs to play its role.

C Plenary

Share the following scenario with pupils:

A local takeaway has just opened a branch on your street. One of the opening offers is 'Free chips with every purchase'. You only want to order a pizza, knowing full well that you will throw the chips into the bin.

Ask the class whether they would refuse the free chips or take them with a view to eating them later.

Take feedback and stress that this is a practical example of how we should be careful in our day-to-day decisions, as they might have an impact on the environment.

Emphasise that:

- ▶ As Muslims we are responsible for protecting what God has created for our benefit.
- ▶ As citizens it is our duty to care for the environment in which we live.
- ▶ We should think how our actions might have a bad impact on the environment.

Pupils' Activity Sheet 3.1805:
Feedback

Ask pupils to complete Pupils' Activity Sheet 3.1805.

Suggested Follow-up Work

Give instructions for follow-up work:

Maintain a one-week diary and record any actions you took to protect the environment. Use Pupils' Activity Sheet 3.1806.

Make an effort to use bins to dispose of your litter. If no bins can be found, please try to take the litter home.

Pupils' Activity Sheet 3.1806:
Follow-up Worksheet

Lesson Objectives

- ▶ To know that we all have a responsibility for protecting the environment
- ▶ To understand that we need to preserve the earth's resources for future generations
- ▶ To show gratitude for God's blessings by using natural resources wisely



Dream Environment

Either draw or describe in words your dream environment. What would you like to see in it and what actions would you take to protect it?

Islamic Guidance

وَلَقَدْ كَرَّمْنَا بَنِي آدَمَ وَحَمَلْنَاهُمْ فِي الْبَرِّ
وَالْبَحْرِ وَرَزَقْنَاهُمْ مِنَ الطَّيِّبَاتِ وَفَضَّلْنَاهُمْ
عَلَى كَثِيرٍ مِمَّنْ خَلَقْنَا تَفْضِيلًا

'And indeed! We have honoured the children of Adam. We carry them on the land and the sea, and have made provision of good things for them, and have preferred them above many of those whom We created with a marked preference.' [Surat al-Isra' 17:70]

وَاللَّهُ أَنْزَلَ مِنَ السَّمَاءِ مَاءً فَأَحْيَا بِهِ الْأَرْضَ
بَعْدَ مَوْتِهَا إِنَّ فِي ذَلِكَ لَآيَةً لِّقَوْمٍ يَسْمَعُونَ

'And God has sent down the rain from the sky and given life to the earth after it was lifeless. Indeed in that there is a sign for people who listen.' [Surat al-Nahl 16:65]

وَلَا تُسْرِفُوا إِنَّهُ لَا يُحِبُّ الْمُسْرِفِينَ

'...And do not waste [God's bounties], Indeed He does not love the wasteful...'
[Surat al-An'am 6:141]

'Muslims will always earn the reward of charity for planting a tree or a field and then birds, humans and animals eat from it.' [Bukhari, Muslim]

'He who wastes is not one of us.' [Abu Dawud, Ibn Majah]

List the responsibilities of each of the following in protecting the environment.

Islam and the Environment Pupils' Activity Sheet Page 4 of 6

Feedback

Lesson Title: Islam and the Environment

Name:

Madrasah/Organisation:

Today I have learnt about:

As a result of this lesson I have learnt that a good Muslim should:

I am going to follow up this topic in my home/school/community by:

Follow-up Worksheet

Lesson Title: Islam and the Environment	
Name:	
Madrasah/Organisation:	
Task: Maintain a one-week diary and record any actions you took to protect the environment.	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Suggested Duration: 60 minutes

Learning Objectives

- ▶ To explore the importance of law and order in society
- ▶ To understand that Muslims, like everybody else, should be law-abiding citizens
- ▶ To establish that law and order is a fundamental part of Islam

Key Words

- ▶ Law, order, law-abiding, citizens, obey

Islamic Values

Islam teaches us to be law-abiding citizens of the country we live in.

Citizenship Values

Good citizens obey the law and help in maintaining order in the country.



Resources

Pupils' Activity Sheet 3.1901:
Lesson Objectives

Pupils' Activity Sheet 3.1902:
Everyday Rules

Pupils' Activity Sheet 3.1903:
Islamic Teachings and the Law of
the Land

Activities

Ask some quick questions to recap the last lesson.
Share the lesson objectives.

A Starter Activity

Ask pupils to work in pairs and complete Pupils' Activity Sheet 3.1902. The task is to list the rules they are required to obey at home, at school, and in the madrasah.

Take quick feedback and stress that rules are made to guide us and to bring discipline into our lives. Rules are also there to ensure safety and security in society.

B Development

Activity 1: Life Without Rules

Ask pupils to refer back to the set of rules they listed in the last activity and think what things would be like without these rules.

For example you may wish to ask:

- ▶ What would it be like if there were no rules in the madrasah/school?
- ▶ What would it be like if we didn't have the Highway Code (a set of driving rules)?
- ▶ What would it be like on the football pitch without rules?

Explain that the government has to make laws to protect the rights of its citizens and to maintain peace in the country. As good citizens we must respect these laws.

Activity 2: Respecting the Law of the Land

The law of the land (UK law) allows you to worship freely and go about your business as a good Muslim. Islamic teachings require you to obey the law.

Ask pupils to complete Pupils' Activity Sheet 3.1903 and differentiate between rules that have to be obeyed and those that do not because they go against the Islamic teachings.

Emphasise that, as British citizens and Muslims, we must obey the law of the land. In case of a rare clash between Islamic teachings and the law of the land relating to day-to-day affairs, scholars will usually advise us to obey the law of land.

In case of issues of belief ('aqidah) they would tell us to follow the Islamic teachings and use lawful and peaceful methods to get the government to resolve the conflict. We must never take the law into our own hands.

Ask pupils if there are any laws in the UK which they feel are unjust.

Activity 3: Islamic Guidance

Ask a pupil to recite the following verses. Explain the meaning.

إِنَّ اللَّهَ يَأْمُرُ بِالْعَدْلِ وَالْإِحْسَانِ وَإِيتَاءِ ذِي
الْقُرْبَى وَيَنْهَى عَنِ الْفَحْشَاءِ وَالْمُنْكَرِ وَالْبَغْيِ

'Indeed God commands justice and kindness and giving relatives their rights and forbids shameful acts and evil and oppression...' (Surat al-Nahl 16:90)

Questions: What about the rights of non-relatives? Give an example of oppression.

Emphasise that the Qur'an forbids us to do evil, unjust and shameful acts. Breaking laws which are made to create peace and security and to protect the rights of people is wrong. It would be an unjust and evil act if we were to start breaking the laws.

'Love people as you love your own self. Are you not embarrassed to see that your neighbour respects your rights and you do not recognise and respect his rights?' (Al-Kafi)

'Hearing and obeying are the duties of a Muslim, both regarding what he likes and he dislikes, as long as he is not commanded to perform an act of disobedience to God, in which case he must neither hear nor obey.' (Bukhari)

This hadith encourages us to hear and obey as far as we are not asked to commit a sin.

Resources

Pupils' Activity Sheet 3.1904:
Islamic Guidance

C Plenary

Sum up and stress the importance of being a law-abiding citizen, and of understanding that Islam requires us to follow the laws of our country as responsible citizens.

Ask pupils to complete Pupils' Activity Sheet 3.1905.

Pupils' Activity Sheet 3.1905:
Feedback

Suggested Follow-up Work

Give instructions for follow-up work:

As the headteacher of a madrasah, develop a set of rules to run your madrasah effectively. Think about protecting the rights of teachers, pupils and parents.

Use Pupils' Activity Sheet 3.1906 to report back.

Pupils' Activity Sheet 3.1906:
Follow-up Worksheet



Lesson Objectives

- ▶ To explore the importance of law and order in society
- ▶ To understand that Muslims, like everybody else, should be law-abiding citizens
- ▶ To establish that law and order is a fundamental part of Islam



Everyday Rules

List the rules you follow every day at home, at school, in your madrasah, in the playground and in the community. For example, in your madrasah and school you must listen carefully when the teacher is talking.

You can list these rules in any order.

Islamic Teachings and the Law of the Land

The law of the land (UK law) allows you to worship freely and go about your business as a good Muslim. Islamic teachings require you to obey the law. From the list of laws below decide, as a Muslim, which of the laws you have to follow and which you do not. Remember to give your reason if you think you do not have to obey any laws listed below.

Law of the Land	Obey	Don't Obey (reason)
Wear a seatbelt in the car		
Not to abuse, hurt or insult anyone		
Not to discriminate against someone on the basis of age, gender, race or religion		
Not to sell cigarettes to people under the age of 16		
To attend school till the age of 16		
Not to drive a car without valid insurance		
To pay our taxes		
To be allowed to drink alcohol at the age of 18		
To be allowed to use certain drugs		

Islamic Guidance

إِنَّ اللَّهَ يَأْمُرُ بِالْعَدْلِ وَالْإِحْسَانِ وَإِيتَاءِ ذِي
الْقُرْبَىٰ وَيَنْهَىٰ عَنِ الْفَحْشَاءِ وَالْمُنْكَرِ وَالْبَغْيِ

'Indeed God commands justice and kindness and giving relatives their rights and forbids shameful acts and evil and oppression...' (Surat al-Nahl 16:90)

'Hearing and obeying are the duties of a Muslim, both regarding what he likes and he dislikes, as long as he is not commanded to perform an act of disobedience to God, in which case he must neither hear nor obey.' (Bukhari)

'Love people as you love your own self. Are you not embarrassed to see that your neighbour respects your rights and you do not recognise and respect his rights?' (Al-Kafi)

Feedback

Lesson Title: Law and Order
Name:
Madrasah/Organisation:
Today I have learnt about:
As a result of this lesson I have learnt that a good Muslim should:
I am going to follow up this topic in my home/school/community by:

Follow-up Worksheet

Lesson Title: Law and Order

Name:

Madrasah/Organisation:

Task:

As the headteacher of a madrasah, develop a set of rules to run your madrasah effectively. Think about protecting the rights of teachers, pupils and parents.

Suggested Duration: 60 minutes

Learning Objectives

- ▶ To find out what democracy is
- ▶ To discuss our role in a democratic society

Key Words

- ▶ Democracy, equality, rights, responsibilities, human rights, demos, kratia, civil life

Islamic Values

Islam teaches us to respect all human beings equally, and that everyone has equal rights to determine how they live their lives. Islam encourages us to take part in decision making and consultation, especially in important matters.

Citizenship Values

To be good citizens, we are encouraged to take part in local and national elections and to uphold everybody's human rights.



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Resources

Pupils' Activity Sheet 3.2001:
Lesson Objectives

Activities

Ask some quick questions to recap the last lesson.

Share the lesson objectives.

A Starter Activity

Ask pupils to discuss the following scenario:

'A group of friends meet after school – it's summer and the evenings are light. They want to play a game of some kind. "Let's ride our bikes and practise our jumps," says one. "I'd rather play football," says another. "I'd rather just hang around, I'm tired," says a third. No one can decide what to do.'

Ask pupils what should happen next. How would they decide what to do now? Here are some possibilities you can discuss:

- A They all go home because they can't agree.
- B They all do what the most popular guy in the group wants (though he's the only one who wants to ride his bike).
- C They work out a fair way to decide together what to do.

Ask pupils if they can think of any other options.

Ask them why Option A is not a good reaction to the situation. Is it a fair option?

Ask pupils what the advantages and disadvantages of Option B are. Are there more advantages or disadvantages?

Ask them what they think of Option C. What is the fairest way to make a decision of this kind? Some of the pupils might say 'to take a vote' or 'to go with the majority' is the fairest way. Ask them for their reasons. What happens when people vote for one thing but the decision goes the other way? Is it fair for them to pull out or should they stick to the decision which the majority has made?

Now emphasise that this is the fairest option, as people were free to give their opinion and the decision was made by a majority. Explain this is how adults vote to elect a government and it is called 'democracy'.

B Development

Activity 1: Democracy Factsheet

Hand out Pupils' Activity Sheet 3.1802 and explain facts about democracy using the following information:

The word democracy comes from two Greek words, demos (people) and kratia (power, rule).

Although there are different ways of organising democracy, for us here in the United Kingdom democracy means that citizens over the age of 18 have a right to vote to elect their local and national governments, which run the country and pass laws on their behalf.

These elected members, known as MPs (Members of Parliament), uphold our human rights and try to make sure we have the freedom to go about our lawful business without interference.

They are our representatives in the Houses of Parliament – this is why it is also known as the House of Commons.

Activity 2: Voting and Democracy

Explain that Islam teaches us a lot about the rights of parents, relatives, neighbours, poor people, the sick and even animals. In Islam these rights are called 'huquq'.

Ask pupils what the rights and responsibilities of a citizen in a democratic society are.

Pupils' Activity Sheet 3.2002:
Democracy Factsheet

Take quick feedback, for example:

- ▶ to respect the law
- ▶ to respect other people's opinions
- ▶ to vote (when 18 years old)
- ▶ to defend your country and its interests
- ▶ to follow your religion and let other people follow theirs.

Ask pupils what their rights and responsibilities as Muslims in a democracy are. Take feedback and stress the above.

Explain that as fellow citizens they have a **right to vote**, and they have a responsibility to vote, but like all citizens they do not have to vote as it is not a duty.

Activity 3: Multiple-choice Questions

Ask the following multiple-choice questions:

- 1 Who lives at number 10 Downing Street?
 - a The Prime Minister
 - b The Queen
 - c The Pope

Answer: a
- 2 Who runs the country?
 - a The Prime Minister
 - b The Queen
 - c Members of Parliament and other government officials (MPs)

Answer: c
- 3 If you disagree with a government decision or policy, should you:
 - a try to blow up Parliament like Guy Fawkes?
 - b demonstrate on the streets?
 - c work to get them voted out at the next election?

Answer: b and c
- 4 Who makes the laws that govern our country?
 - a The Prime Minister
 - b Parliament
 - c The Queen

Answer: b
- 5 If the government tries to pass an un-Islamic law, do you:
 - a demonstrate peacefully on the streets?
 - b quietly obey it and try to get change through democratic means?
 - c challenge it and quote the Human Rights Act?

Answer: a, b and c
- 6 British democracy is:
 - a rule by the people
 - b rule by one person
 - c rule by Mickey Mouse

Answer: a
- 7 Democracy promotes:
 - a human rights
 - b cruelty
 - c intolerance

Answer: a

Pupils' Activity Sheet 3.2003:
Multiple-choice Questions

Resources

Pupils' Activity Sheet 3.2004:
Feedback

Pupils' Activity Sheet 3.2005:
Follow-up Worksheet

C Plenary

Recap the lesson by emphasising that we have learnt today that:

- ▶ Britain is a democratic country, where people choose their representatives, from whom the government is formed.
- ▶ Democracy is a Greek word, meaning 'people's power'.
- ▶ As Muslims it is our right and responsibility to take part in decision making and vote but, like all citizens, it is not our duty. We have the right not to vote.
- ▶ People must be 18 years old before they can vote.

Ask pupils to complete Pupils' Activity Sheet 3.2004.

Suggested Follow-up Work

Ask pupils to answer the following questions using Pupils' Activity Sheet 3.2005:

- ▶ Which Muslim country is the largest democracy?
- ▶ Look up the word 'democracy'. Where does it come from?
- ▶ Ask your parents and relatives if they voted. If so, who did they vote for and why? If not, why did they not vote? (Note that it is their right not to tell you.)
- ▶ Find out if your parents are members of a political party. If so, which one and why? (Note that it is their right not to tell you.)

Lesson Objectives

- ▶ To find out what democracy is
- ▶ To discuss our role in a democratic society



Democracy Factsheet

The word 'democracy' comes from two Greek words, demos (people) and kratia (power, rule).

Although there are different ways of organising democracy, for us here in the United Kingdom, democracy means that citizens over the age of 18 have a right to vote to elect their local and national governments, which run the country and pass laws on their behalf.

These elected members, known as MPs (Members of Parliament), uphold our human rights and try to make sure we have the freedom to go about our lawful business without interference.

They are our representatives in the Houses of Parliament – this is why it is also known as the House of Commons.



Multiple-choice Questions

- 1 Who lives at number 10 Downing Street?
a The Prime Minister b The Queen c The Pope
- 2 Who runs the country?
a The Prime Minister b The Queen c The Government
- 3 If you disagree with a government decision or policy, should you:
a try to blow up Parliament like Guy Fawkes?
b demonstrate on the streets?
c work to get them voted out at the next election?
- 4 Who makes the laws that govern our country?
a The Prime Minister b Parliament c The Queen
- 5 If the government tries to pass an un-Islamic law, do you:
a demonstrate peacefully on the streets?
b quietly obey it and try to get change through democratic means?
c challenge it and quote the Human Rights Act?
- 6 British democracy is:
a rule by the people b rule by one person c rule by Mickey Mouse
- 7 Democracy promotes:
a human rights b cruelty c intolerance

Feedback

Lesson Title: Understanding Democracy

Name:

Madrasah/Organisation:

Today I have learnt about:

As a result of this lesson I have learnt that a good Muslim should:

I am going to follow up this topic in my home/school/community by:

Follow-up Worksheet

Lesson Title: Understanding Democracy

Name:

Madrasah/Organisation:

Task: Ask pupils to answer the following questions in the space below:

- 1 Which Muslim country is the largest democracy?
- 2 Look up the word 'democracy'. Where does it come from?
- 3 Ask your parents and relatives if they voted. If so, who did they vote for and why? If not, why did they not vote? [Note that it is their right not to tell you.]
- 4 Find out if your parents are members of a political party. If so, which one and why? [Note again that it is their right not to tell you.]



Suggested Duration: 60 minutes

Learning Objectives

- ▶ To understand how to make informed decisions and to take responsible actions
- ▶ To learn that Islam encourages us to research and seek the truth

Key Words

- ▶ Appropriate choice, informed decision, seeking knowledge, people of knowledge

Islamic Values

Islam teaches us to enquire and research before making a decision and taking action. It also encourages us to seek knowledge and explore the truth.

Citizenship Values

Citizenship teaches us to recognise the different risks in different situations and then to decide how to behave responsibly when making decisions.



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Resources

Pupils' Activity Sheet 3.2101:
Lesson Objectives

Activities

Ask some quick questions to recap the last lesson.

Share the lesson objectives.

A Starter Activity

Make a controversial statement that will split the group into two. For example, you might say: 'Fish and chips are better than a doner kebab', 'Manchester United is better than Chelsea', 'Women are better teachers than men'.

Ask those who agree with the statement to go to one side of the room and those who disagree to go to the other side. Select three or four pupils at a time to give reasons for their opinion.

Ask pupils whether they should try to gather any information before making their decision. Tell them that the purpose of this exercise was to illustrate how people sometimes respond and make choices without thinking things through properly.

B Development

Activity 1: The Difference Between an Informed and an Ill-informed Decision

Pupils' Activity Sheet 3.2102:
Conclusive Statements

Ask pupils to complete Pupils' Activity Sheet 3.2102, which contains a series of statements. Some are informed decisions based upon factual information, and others are ill-informed decisions based upon immediate reactions, hearsay evidence and emotional reactions.

Explain the activity to pupils and ask them to write the reasons for their choice in the appropriate column.

Activity 2: Islamic Guidance

Ask a pupil to recite the following verses. Explain the meaning.

هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ

'...Are those who have knowledge equal to those who do not have knowledge?...' [Surat al-Zumar 39:9]

This verse shows that Islam encourages us to gain knowledge (material and religious) and find out about things, and that those who engage themselves in research, reading and fact-finding are better people and preferred by God.

Question: What does God mean by those who 'have knowledge' and 'those who do not'?

Suggested answer: Knowledgeable people and ignorant people.

Question: How can you find out about something that you do not know?

Suggested answers:

- ▶ Asking those who know – teachers, scholars, parents
- ▶ Going to the library to research
- ▶ Reading books, journals and newspapers
- ▶ Listening to scholars
- ▶ Visiting recommended websites – be careful with all search engines because not everything that you read on the internet is always correct

يَا أَيُّهَا الَّذِينَ آمَنُوا إِن جَاءَكُمْ فَاسِقٌ بِنَبَأٍ

فَتَبَيَّنُوا أَن تُصِيبُوا قَوْمًا بِجَهَالَةٍ فَتُصْبِحُوا

عَلَىٰ مَا فَعَلْتُمْ نَادِمِينَ

'O believers! When a corrupt person comes to you with news, verify it in case you harm people out of ignorance and you end up regretting what you have done.' [Surat al-Hujarat 49:6]

The Qur'an instructs believers not to take information from unreliable sources and to investigate fully before arriving at any conclusion, and not to believe immediately in hearsay evidence.

'The cure for ignorance is to question.' [Abu Dawud]

'Half of knowledge is gained through questioning.'

[Nahj al-Balaghah]

'Seek knowledge from the cradle to the grave.' (Ibn Majah)

Resources

Pupils' Activity Sheet 3.2103:
Islamic Guidance

Resources

Story from the Sirah – 1

Tell pupils the following story:

'After the miraculous Night Journey (Mi'raj) of Prophet Muhammad ﷺ, Abu Jahl, a well-known enemy, went to Abu Bakr and asked: "What would you say of someone who claimed to have travelled overnight from Makkah to Jerusalem?" Abu Bakr paused, thought and said: "I would ask, who said it?" When he was told it was Muhammad, he said: "I believe he spoke the truth."

It was this response of Abu Bakr that earned him the title Al-Siddiq (Testifier).'

Question: What do we learn from this story?

Suggested answers:

- ▶ Muslims are encouraged to investigate and not jump to conclusions, no matter how strange the claim may seem.
- ▶ Muslims should not be agitated and rise to people who are deliberately trying to cause tensions. Abu Jahl was a staunch enemy of Islam and was trying to mock and incite Abu Bakr, but Abu Bakr remained calm and responded to the argumentative question with due consideration and care.

Story from the Sirah – 2

Tell pupils the following story:

'After the Battle of Badr, Prophet Muhammad ﷺ promised the prisoners of war (who were non-believers) freedom if they agreed to teach the Muslims how to read and write.'

Question: What do we learn from this story?

Suggested answers:

- ▶ Prophet Muhammad ﷺ always encouraged people to learn and to better themselves so that they could make better informed decisions.
- ▶ Religion should not be a barrier to receiving knowledge and information.

Activity 3: Taking Appropriate Actions

Explain that Islam encourages us to take appropriate actions based upon each person's individual capacity.

Invite pupils to consider the different ways of responding to the situations listed on the Activity Sheet, based on the hadith 'If you see evil, change it with your hand if you can, if not, with your tongue; if not then with your heart.' (Muslim)

Ask pupils to complete Pupils' Activity Sheet 3.2104. (The activity sheet has been provided courtesy of the IHNA Education Programme, developed by Building Bridges Pendle.)

Ask them to justify their reasons.

C Plenary

Sum up and stress that Islam constantly encourages us to make fully informed decisions and not to jump to conclusions. We are also encouraged to do the right thing and to take responsible actions that are appropriate to the individual's ability.

Invite pupils to fill in Pupils' Activity Sheet 3.2105.

Suggested Follow-up Work

Give instructions for follow-up work:

List seven things you would like to change in your community for everyone. Use Pupils' Activity Sheet 3.2106.

Pupils' Activity Sheet 3.2104:
Appropriate Responses

Pupils' Activity Sheet 3.2105:
Feedback

Pupils' Activity Sheet 3.2106:
Follow-up Worksheet

Lesson Objectives

- ▶ To understand how to make informed decisions and to take responsible actions
- ▶ To learn that Islam encourages us to research and seek the truth



Conclusive Statements

For each statement below, decide whether you think it is a well-informed or ill-informed decision. Write your reasons for your choice in the appropriate box.

Statement	Informed Decision	Ill-informed Decision
Manchester United is the best team in the world because they've won more Premiership titles than anyone!		
I support the Pakistani cricket team because my family is from Pakistan.		
People who wear glasses are clever.		
Gordon Brown is not a good Prime Minister because I don't like him.		
It is easier to practise your faith in the United Kingdom because the law protects religious freedoms.		
I'm going to smoke because everyone does!		
I wear a scarf because it is fard (a religious duty).		

Islamic Guidance

هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ

'...Are those who have knowledge equal to those who do not have knowledge?...'
(Surat al-Zumar 39:9)

يَا أَيُّهَا الَّذِينَ آمَنُوا إِن جَاءَكُمْ فَاسِقٌ بِنَبَأٍ
فَتَبَيَّنُوا أَن تُصِيبُوا قَوْمًا بِجَهَالَةٍ فَتُصْبِحُوا
عَلَىٰ مَا فَعَلْتُمْ نَادِمِينَ

'O believers! When a corrupt person comes to you with news, verify it in case you harm people out of ignorance and you end up regretting what you have done.' (Surat al-Hujarat 49:6)

'The cure for ignorance is to question.' (Abu Dawud)

'Half of knowledge is gained through questioning.' (Nahj al-Balaghah)

'Seek knowledge from the cradle to the grave.' (Ibn Majah)

Story from the Sirah – 1

'After the miraculous Night Journey (Mi'raj) of Prophet Muhammad ﷺ, Abu Jahl, a well known enemy, went to Abu Bakr رضى الله عنه and asked: 'What would you say if someone who claimed to have travelled overnight from Makkah to Jerusalem?' Abu Bakr رضى الله عنه paused, thought and said: 'I would ask, who said it?' When he was told it was Muhammad he said: 'I believe he spoke the truth.' It was this response of Abu Bakr that earned him the title Al-Siddiq (Testifier).'

Story from the Sirah – 2

'After the Battle of Badr Prophet Muhammad ﷺ promised the prisoners of war (who were non-believers) freedom if they agreed to teach the Muslims how to read and write.'

Appropriate Responses

For the following 'bad actions', decide what is the best response that you can make. You must give a reason for your choice. The first one is done for you.

Note: This activity has been provided courtesy of the IHNA Education Programme, developed by Building Bridges Pendle.

Bad Action	Hand	Tongue	Heart
You see lots of litter on the street near the local church.	Pick it up		
	Because the Prophet  said that removing harmful things from the street is an act of charity.		
You see a fight between two groups of young people who are much older than you.			
You are walking in the shopping mall and your friend spits on the floor.			
You see a drunkard on the floor near your front door.			
You see a homeless person begging for money on the street.			

Feedback

Lesson Title: Informed Decisions and Responsible Actions

Name:

Madrasah/Organisation:

Today I have learnt about:

As a result of this lesson I have learnt that a good Muslim should:

I am going to follow up this topic in my home/school/community by:

Follow-up Worksheet

Lesson Title: Informed Decisions and Responsible Actions

Name:

Madrasah/Organisation:

Tasks:

List seven things you would like to change in your community for everyone.

Answers:

Suggested Duration: 60 minutes

Learning Objectives

- ▶ To bring together the learning from previous lessons
- ▶ To understand that to be a good Muslim is to be a good citizen

Key Words

- ▶ Morals, role model, good Muslim, good citizen

Islamic Values

Islam teaches us that to be a good Muslim is to be a good citizen.

Citizenship Values

Citizenship teaches us that all good citizens are helpful to the communities in which they live.



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Resources

Pupils' Activity Sheet 3.2201:
Lesson Objectives

Activities

Ask some quick questions to recap the last lesson.

Share the lesson objectives.

Inform pupils that this is the last lesson of the ICE project.

A Starter Activity

Ask pupils to name five lessons they have covered in the ICE project and to say which they enjoyed the most.

Take feedback and ask:

- ▶ What have you learnt?
- ▶ How has this impacted on your daily life?
- ▶ What do you do differently now?
- ▶ Were any of the lessons linked with your mainstream school learning?

B Development

Pupils' Activity Sheet 3.2202:
Good Muslim, Good Citizen Table

Activity 1: Qualities

Ask pupils to think about the lessons they have attended and to write down five qualities of a good Muslim and five qualities of a good citizen.

Help the class by reminding them what lessons they have covered.

Take feedback and stress that there are many similarities between being a good citizen and being a good Muslim. Ask pupils: Can you be a good Muslim without being a good citizen?

Activity 2: The Impact of Being a Good Muslim Citizen

Remind pupils that good citizens are those who carry out their responsibilities effectively. By doing this, they are fulfilling their Islamic duty of respecting the rights of others.

Pupils' Activity Sheet 3.2203:
Impact of Good Muslim Citizens
on Society

Ask pupils to identify three positive points by which good Muslim citizens have an impact on the society they live in.

Suggested answers:

- ▶ The environment is cared for.
- ▶ There is a lot of voluntary work, so charitable works are supported.
- ▶ People are able to overcome conflict, build peace and develop cohesive communities.
- ▶ People of different faiths work together and overcome myths and misunderstandings about one another.

Activity 3: Islamic Guidance

Ask a pupil to recite the following verses. Explain the meaning.

يَا أَيُّهَا الَّذِينَ آمَنُوا كُونُوا قَوَّامِينَ بِالْقِسْطِ
شُهَدَاءَ لِلَّهِ وَلَوْ عَلَىٰ أَنْفُسِكُمْ أَوِ الْوَالِدِينَ
وَالْأَقْرَبِينَ

'O believers! Stand firmly for justice, giving witness for God, even if it is against yourselves, or parents or relatives...'
(Surat al-Nisa' 4:135)

Questions: What does it mean to give 'witness against yourselves'? Would you find that easy? Why does God want us to do this?

Suggested answer: Explain that here the Qur'an is emphasising that we have to be fair at all times, no matter how difficult this may be. Going against one's own interests and those of parents and relatives is extremely difficult, yet the Qur'an demands that fairness is above all. This ensures that everyone's rights are protected, especially weak and vulnerable people. As a result of this fair treatment of all, people will live and work together in peace and harmony.

'Do not consider how much a person prays and fasts, how many times one goes to pilgrimage, how many good deeds one has performed and how much one engages in supplications at night. But consider one's honesty and trustworthiness.' (Mishkat al-Anwar)

'The best of people are those that benefit others.' (Tabarani)

'None of you is a true believer until he likes for his brother [and sister] what he likes for himself.' (Bukhari, Muslim)

Prophet Muhammad ﷺ said: *'Indeed I have been sent to complete the best of characters.'* (Bukhari)

Stress that by acting on these Islamic values we will become good Muslims – and to be a good Muslim is to be a good citizen.

Resources

Pupils' Activity Sheet 3.2204:
Islamic Guidance

Activity 4: Prophet Muhammad as the Perfect Role Model

Ask pupils:

- ▶ Who do you look up to and why?
- ▶ If you would like to model your behaviour on someone, who would it be?
- ▶ Who is your Muslim role model in the modern world?

Take quick feedback.

Generally, role models are people you admire for various reasons and you may wish to model your behaviour on their character.

Stress that we have a perfect role model for the whole world and that is Prophet Muhammad ﷺ.

By following His teachings and lifestyle, we can become good Muslims. As the Qur'an tells us:

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ

'Certainly in the Messenger of God there is a beautiful example for you.' (Surat al-Ahzab 33:21)

Here, Muslims are encouraged to follow the character of Prophet Muhammad ﷺ.

Resources

Pupils' Activity Sheet 3.2205:
Feedback

Pupils' Activity Sheet 3.2206:
Follow-up Worksheet

C Plenary

Recap the lesson by:

- ▶ asking pupils to share a few occasions when they have benefited others
- ▶ stressing that there is no difference between being a good Muslim and being a good British citizen
- ▶ explaining that Prohet Muhammad ﷺ emphasised the importance of good character (akhlaq)
- ▶ providing some examples of the good Muslim as a good citizen of the country they live in.

Ask pupils to complete Pupils' Activity Sheet 3.2205.

If you have questions or concerns which you cannot answer, then please contact the ICE team via our website.

Suggested Follow-up Work

Give instructions for follow-up work:

Speak to your parents and list ten characteristics from the Sirah of Prophet Muhammad ﷺ, and write down how they relate to modern citizenship values.

Use Pupils' Activity Sheet 3.2206 to report back.

Lesson Objectives

- ▶ To bring together the learning from previous lessons
- ▶ To understand that to be a good citizen is to be a good Muslim



Good Muslim, Good Citizen Table

Based upon the lessons you have attended as part of the Islam and Citizenship Education (ICE) project, identify Islamic values for each of the following citizenship characteristics.

Qualities of a Good Citizen	Islamic Values and Guidance (Good Muslim Characteristics)
Proactive member of the community	
Democratic and open-minded	
Obedient to the law of the land	
Works for social justice	
Respects others	
Cares for the environment	
Gets involved with voluntary work for the common good	
Works with the people of other faiths and of no faith	
Makes informed decisions and thinks critically	
Acts fairly and justly at all times	

Good Muslim, Good Citizen Table – Completed

Based upon the lessons you have attended as part of the Islam and Citizenship Education (ICE) project, identify Islamic values for each of the following citizenship characteristics.

Qualities of a Good Citizen	Islamic Values and Guidance Q = Qur'an, H = Hadith
Proactive member of the community	Help each other in good works and righteousness. Q
Democratic and open-minded	Consult with the people of understanding and knowledge and do not make a decision upon the basis of one individual's opinion. H
Obedient to the law of the land	Fulfil your promises and oaths. Q
Works for social justice	Help each other in good works and righteousness. Q
Respects others	He is not of us who does not show affection to the young and respect for elders. H
Cares for the environment	God made Adam and his children custodians or vicegerents of the earth. Q
Gets involved with voluntary work for the common good	God does not change the state of people until they change themselves. Q
Works with the people of other faiths and of no faith	Come to a common word between us. Q
Makes informed decisions and thinks critically	Do you not see? Signs for people who think and ponder. Q
Acts fairly and justly at all times	Be on the side of justice – even if it means you are going against yourself. H

Impact of Good Muslim Citizens on Society

Identify three positive points by which Muslim citizens have an impact on the society they live in – the environment is cared for, people help and respect each other, and so on.

First point

Second point

Third point

Islamic Guidance

يَا أَيُّهَا الَّذِينَ آمَنُوا كُونُوا قَوَّامِينَ بِالْقِسْطِ
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وَالْأَقْرَبِينَ

'O believers! Stand firmly for justice, giving witness for God, even if it is against yourselves, or parents or relatives...' (Surat al-Nisa' 4:135)

'Do not consider how much a person prays and fasts, how many times one goes to pilgrimage, how many good deeds one has performed and how much one engages in supplications at night. But consider one's honesty and trustworthiness.' (Mishkat al-Anwar)

'The best of people are those that benefit others.' (Tabarani)

'None of you is a true believer until he likes for his brother what he likes for himself.'
(Bukhari, Muslim)

'Prophet Muhammad ﷺ said: 'Indeed I have been sent to complete the best of characters.'
(Bukhari)

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ

'Certainly in the Messenger of God there is a beautiful example for you...' (Surat al-Ahzab 33:21)

Feedback

Lesson Title: Good Muslim, Good Citizen	
Name:	
Madrasah/Organisation:	
Today I have learnt about:	
As a result of this lesson I have learnt that a good Muslim should:	
I am going to follow up this topic in my home/school/community by:	

Follow-up Worksheet

Lesson Title: Good Citizen, Good Muslim

Name:

Madrasah/Organisation:

Tasks:

Speak to your parents and list ten characteristics from the Sirah of the Prophet Muhammad ﷺ, and write down how they relate to modern citizenship values.

Answers:

