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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 2



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Citizenship Foundation

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.

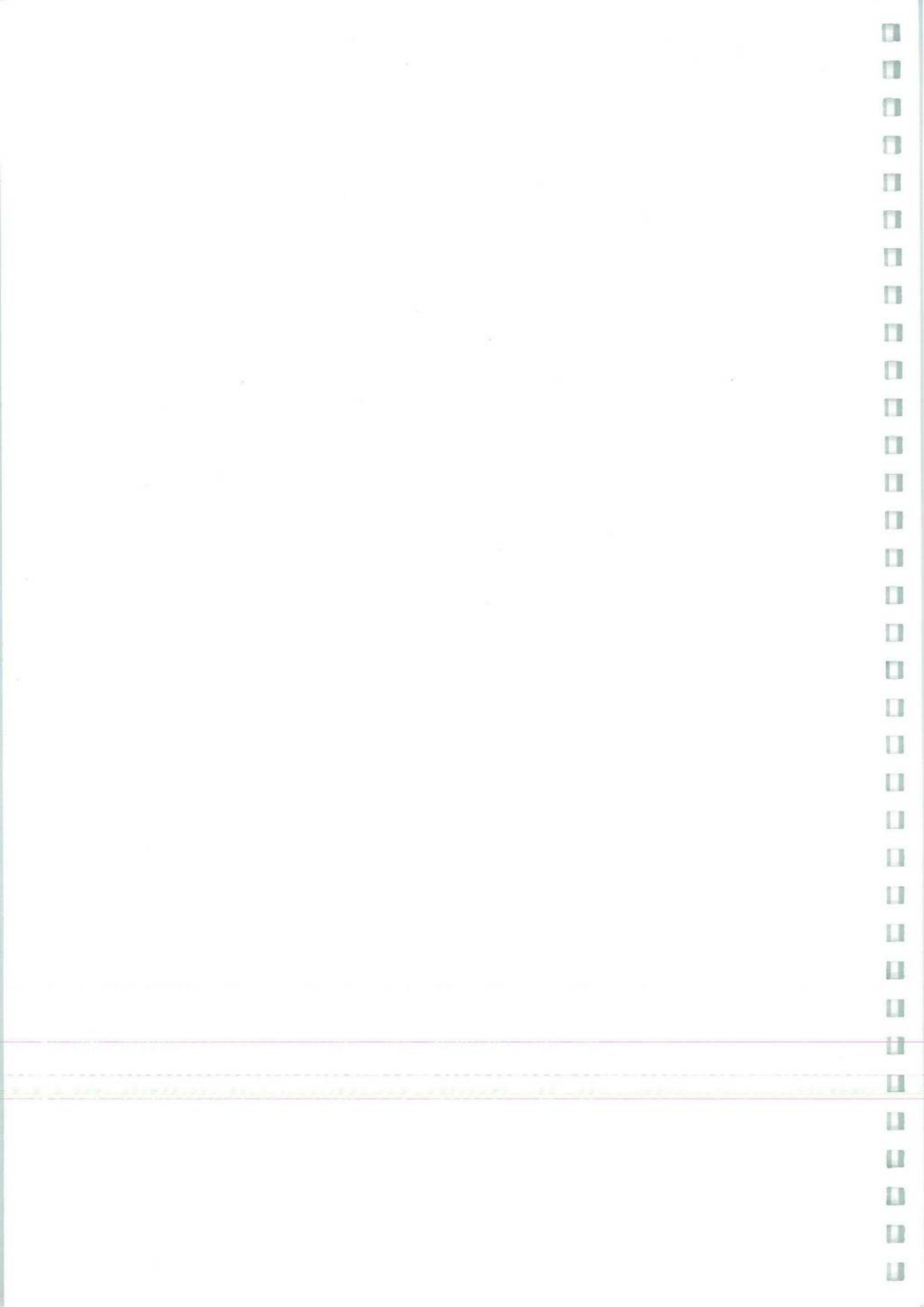
In addition, the advisory and validation board, consisting of scholars and organisations from both Sunni and Shia schools of thought have monitored and advised at every step. A final large validation board came together to amend, approve and validate all the lessons provided.

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





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



Imams National Advisory Board and the Al-Khoei Foundation for all their help and support in developing these materials. Finally, our external evaluators, the Institute of Community Cohesion, have throughout the developmental life of the programme provided invaluable commentary, which has helped fashion each stage and helped ICE become such a resounding success.

We hope you find the materials useful, and would welcome any comments as to how we might make them better.

Thank you and jazakumullahu khayran.

The ICE Project Team:

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Lesson Structure, Teaching Strategies and Terms Explained

Learning Objectives

The aims of your lesson; what you hope to achieve in the time you have allocated. The lesson objectives include at least one citizenship objective and one Islamic objective.

Key Words/Phrases

The key words that you want pupils to learn and understand – sometimes English, sometimes Qur'anic.

Values

Islamic and citizenship values are summarised in each lesson so that you, as the teacher, are clear about both sets of values and the relationship between them. Simply comparing will show you that there is great compatibility between the two.

Starter Activity

Recap (go back over) the previous lesson, asking what your pupils learnt. The simplest form is quick questions (for example, 'Give me five things you learnt about dialogue last week') or open ended questions, such as 'Does Islam encourage dialogue?' That will give you an idea as to how successful you have been in your teaching and their learning.

Ask if any of them did any follow-up work and what they found.

The starter itself: This is designed to be quick and to capture pupils' imagination.

The activities: These are designed to get the students to explore in more depth the issue of the day. These are interactive, aiming to grab pupils' attention and lead to a better understanding of the skills/concepts/attitudes. They can be:

- ▶ individual
- ▶ small group
- ▶ large group
- ▶ whole class.

You will decide on the nature of the activities, given your class, their age and ability, their ability to work together (or not!) and your physical classroom.

The Islamic guidance: The choice of Qur'anic text, ahadith and seerah are designed to demonstrate the Islamic perspective. Use the Arabic and the English. The questions suggested will help your students gain an understanding of the meaning(s).

The plenary: This provides the opportunity to sum up (to repeat) the major points you hoped the students will take away.

The feedback: This is designed to get pupils' views and is a simple way of discovering what they have learnt during the lesson.



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.

Programme of Study

Key Stage 2

(Age group 9 to 11)

Lesson 1: What is Citizenship?

- ▶ To introduce the Islam and Citizenship (ICE) project and the pupils' role within it
- ▶ To understand what citizenship is

Lesson 2: Guidelines for Holding a Dialogue

- ▶ To know what a dialogue is
- ▶ To know what makes a good dialogue

Lesson 3: Enquiry and Research

- ▶ To understand that Islam encourages questioning and seeking correct information from a range of sources

Lesson 4: The Madrasah, The Masjid, The Community

- ▶ To understand how we can contribute to the community through the madrasah
- ▶ To know that working closely together in the community is part of citizenship

Lesson 5: Understanding Conflict

- ▶ To understand what conflict is and how people respond to it

Lesson 6: Resolving Conflict

- ▶ To learn the Islamic method of resolving conflict
- ▶ To understand that good citizens deal with conflicts in a peaceful and law-abiding way

Lesson 7: Dealing with Conflict

- ▶ To reinforce the idea that conflicts should be resolved peacefully
- ▶ To understand that the term 'jihad' means struggle
- ▶ To understand that the greater jihad is the struggle to do good and to stay away from bad
- ▶ To know that Islam condemns suicide absolutely

Lesson 8: Law and Order

- ▶ To explore the importance of law and order in society
- ▶ To learn that Islam requires Muslims to be law-abiding citizens

Lesson 9: Tolerance, Respect and Love for Humanity

- ▶ To learn the difference between the qualities of tolerance, respect and love and their importance in Islam
- ▶ To understand that these qualities also make a good citizen

Lesson 10: Community Cohesion

- ▶ To learn what 'community cohesion' means
- ▶ To explore the Islamic teachings regarding living and working with others

Lesson 11: Constitution of Madinah – A Multi-faith Society

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



Lesson 12: Living in a Multi-faith Society

- ▶ To learn that citizenship and Islam teaches respect and tolerance for people of all faiths and of no faith

Lesson 13: Being a British Muslim

- ▶ To understand that we can be Muslim and British
- ▶ To understand that Islam recognises different nations and tribes
- ▶ To understand that Islam teaches that no nation is better than another, but the best are those who are righteous

Lesson 14: Volunteering and Giving Charity

- ▶ To understand that both Islam and citizenship teach us to volunteer and give charity

Lesson 15: Active Citizenship

- ▶ To understand the nature of active citizenship.
- ▶ To learn that active citizenship is part of the Islamic way of life

Lesson 16: Islam and the Environment

- ▶ To learn that as Muslims and as citizens we have a responsibility for the environment

Lesson 17: Diversity within Islam

- ▶ To learn that Muslims respect all other Muslims regardless of the group they belong to
- ▶ To understand that Islam encourages us to celebrate similarities and respect differences

Lesson 18: Equality Issues: Role of Men and Women

- ▶ To understand what Islam says about the role of men and women in the modern world
- ▶ To learn that men and women are equal citizens

Lesson 19: Dealing with Racism and Bullying

- ▶ To understand what racism is
- ▶ To understand how racism is different from bullying
- ▶ To understand that Islam condemns all forms of racism and teaches equality for all humanity

Lesson 20: Rights and Responsibilities

- ▶ To learn and understand the rights and responsibilities of individuals in society

Lesson 21: Informed Decisions, Responsible Actions

- ▶ To understand that as Muslims we are required to make informed decisions and take responsible actions

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?

Key Stage 2

Suggested Duration: 60 minutes

Learning Objectives

- ▶ To introduce the Islam and Citizenship Education (ICE) project and the pupils' role within it
- ▶ To understand what citizenship is

Key Words

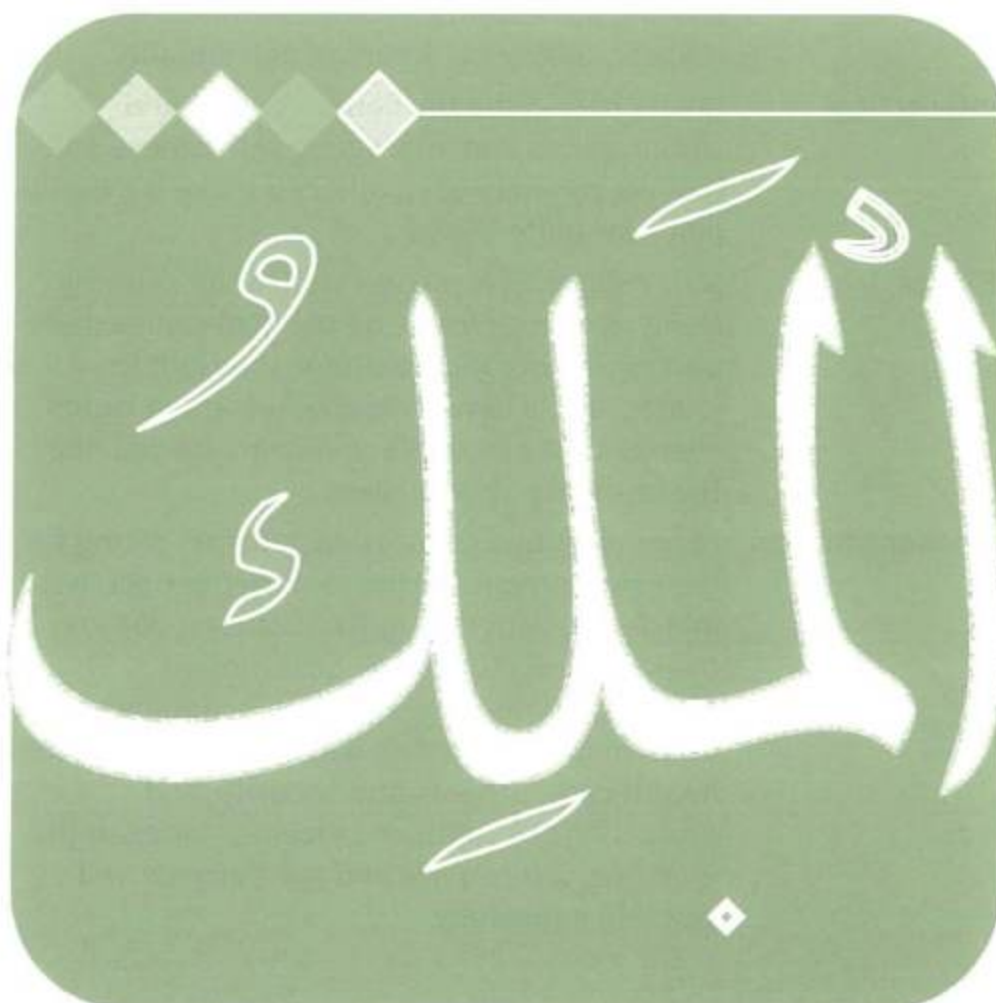
- ▶ Citizenship, responsibility, rights, active, tolerance (to accept differences and not just put up with them), BIRR

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 His sheep. Islam commands us to work for the common good.

Citizenship Values

Citizenship promotes: actively taking part to help everybody; knowing your rights and responsibilities; serving the community; and respecting all.



Resources

Pupils' Activity Sheet 2.0101:
Aims of the ICE Project

Pupils' Activity Sheet 2.0102:
ICE Definition of Citizenship

Activities

Welcome pupils to the Islam and Citizenship Education (ICE) project. Using Pupils' Activity Sheet 2.0101, explain the aims of the ICE project.

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 country?
- ▶ 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?

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.

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 health care, schools and security; and protecting the rights of citizens – for example, ensuring you can live and speak freely and worship peacefully.

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?

Resources

Activity 2: 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 races 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. It says that the best of all our communities are those that are most righteous.

Question: Why do you think God says that the best of us are the most righteous, rather than the best of us are the English, Scottish, Welsh, Irish, Asians, Africans or Arabs?

Suggested answer: God is telling us that the greatest duty we have is to worship and praise Him, be righteous and live our lives helping everybody.

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

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 has the role of a carer, whether this is within our home, community or country.

'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.

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

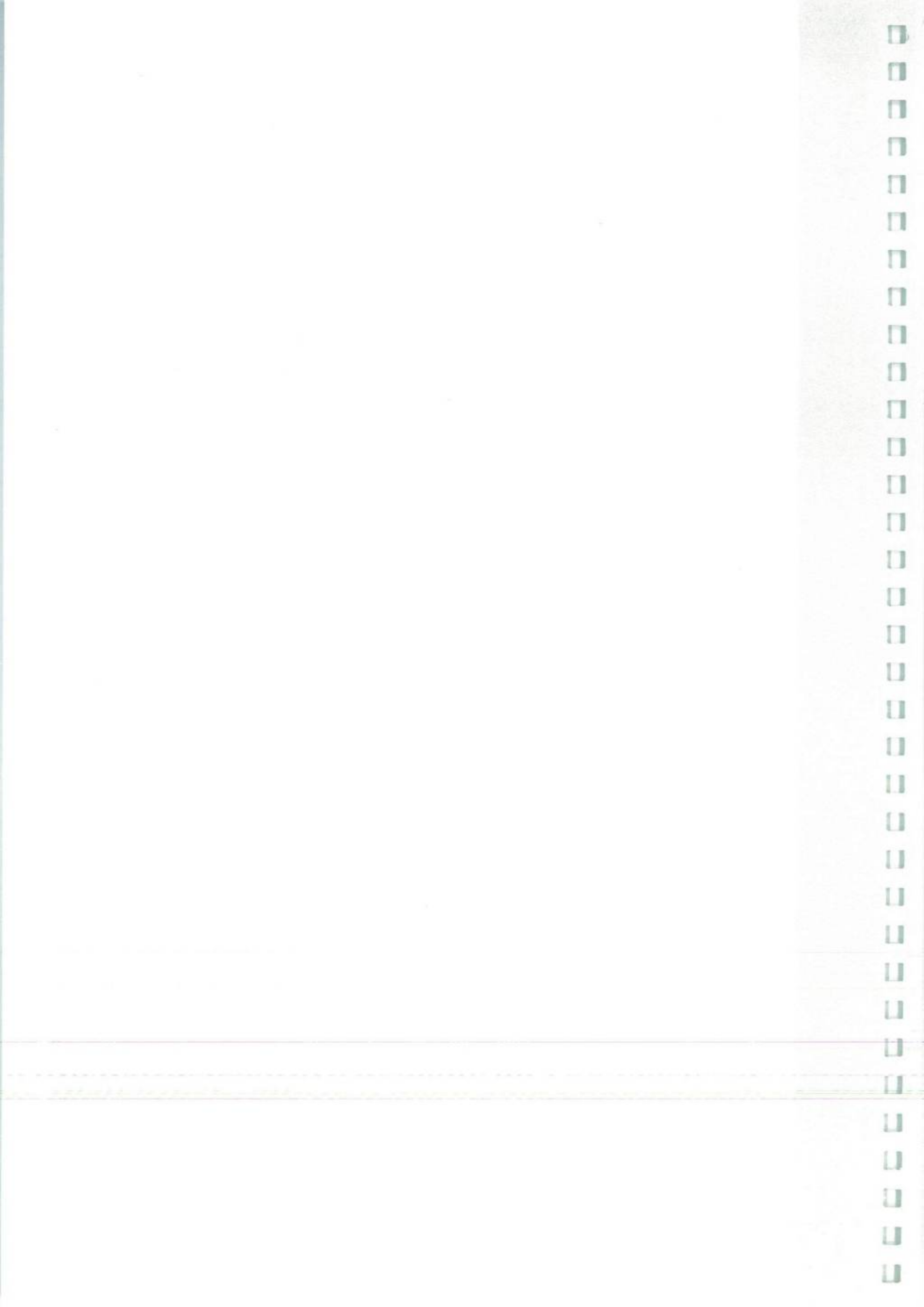
Refer them to the Key Stage 2 Programme of Study. Share a few lesson titles with the pupils and inform them that there are about twenty lessons in total.

Suggested Follow-up Work

Give instructions for follow-up work:

Visit www.theiceproject.com and register yourself in the 'Students' area.

Key Stage 2 Programme
of Study



1 What is Citizenship?

Pupils' Activity Sheet 2.0101

Key Stage 2

Aims of the Islam & 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.



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 health care, schools and security; and protecting the rights of citizens – for example, ensuring you can live and speak freely and worship peacefully.

Guidelines for Holding a Dialogue

Suggested Duration: 60 minutes

Lesson Objectives

- ▶ To understand what a dialogue is
- ▶ To know what makes a good dialogue

Key Words

- ▶ Dialogue, response, listening

Islamic Values

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

Citizenship Values

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



Resources

Pupils' Activity Sheet 2.0201:
Dialogue Situations

Activities

Ask some quick questions to recap the last lesson.

Share the lesson objectives.

A Starter Activity

Explain that when we talk to different people we talk in different ways.

Give pupils the following scenarios/situations (Pupils' Activity Sheet 2.0201) to discuss in pairs/small groups.

Examples of Scenarios

A You kick your football into your neighbour's garden.

How would you get it back?

B You have bought a toy from the shop and realise that some parts are missing and you decide to return it. What would you say to the shopkeeper?

C You see a new child in your madrasah who is feeling out of place. How do you approach them?

D One of your teachers is very cross with you because of something you have been blamed wrongly for. How do you speak to the teacher to explain your innocence?

Take feedback on each scenario and ask the rest of the class to comment on the answers given. Ask pupils to put themselves in these situations and comment on how they would feel if they or their family members were spoken to in that way.

B Development

Activity 1: Different Conversations

Split the class into groups. Allow them to discuss why it is important to be polite and what they must do in order to be polite. Take this time to assess the pupils' language.

Take feedback on what it means to be polite.

Activity 2: What is a Dialogue?

Ask pupils what a dialogue is and why it is important. Take some comments from the class and explain the ICE 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.'

Pupils' Activity Sheet 2.0202:
What is a Dialogue?

Activity 3: Islamic Guidance

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

وَقُولُوا لِلنَّاسِ حُسْنًا

'...And speak to people kindly...' (Surat al-Baqarah 2:83)

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)

Explain that this verse tells us not to make fun of people who worship others besides God because then they will respond by making fun of God. It explains we should not insult the objects of worship other than God, not the people who worship other than God.

'One can recognise the perfection of a Muslim's faith by his not talking unnecessarily, not quarrelling, being patient and being good tempered.' (Mishkat al-Anwar)

'Who so ever believes in God and the Last Day should speak good or remain silent.' (Bukhari)

Ask the class to discuss how they might respond to people who speak badly about Islam. What is their experience and how did they respond? We are told not to be insensitive and rude towards the beliefs of others as this will create conflict. Instead, start a dialogue with them and try to understand their point of view.

C Plenary

End with a little game – thumbs up, thumbs down.

Ask pupils to put up their thumbs if they now feel that it is their duty as Muslims to be polite when speaking to others, or thumbs down if they do not feel confident about how to be polite when speaking with others.

Emphasise that a good dialogue is one where:

- ▶ both parties are listening to each other
- ▶ there is due respect and each person is given the time to finish their point
- ▶ both parties are polite to each other.

If both parties cannot agree on something, then they agree to disagree and respect each other's opinion.

Remember that, although you may have disagreed on an issue, there are many more issues where you would be in agreement.

Take collective feedback.

Suggested Follow-up Work

Give instructions for follow-up work:

Next time you want to shout back at somebody or quarrel, stop yourself and think: 'Is this the Islamic way to respond?'

Make a poster of what makes a good dialogue.



2 Guidelines for Holding a Dialogue Pupils' Activity Sheet 2.0201

Key Stage 2

Dialogue Situations

Scenario A

You kick your football into your neighbour's garden. How would you get it back?

Scenario B

You have bought a toy from the shop and realise that some parts are missing and you decide to return it. What would you say to the shopkeeper?

Scenario C

You see a new child in your madrasah who is feeling out of place. How do you approach them?

Scenario D

One of your teachers is very cross with you because of something you have been blamed wrongly for. How do you speak to the teacher to explain your innocence?



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2 Guidelines for Holding a Dialogue

Pupils' Activity Sheet 2.0202

Key Stage 2

What is a 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.'

Enquiry and Research

Suggested Duration: 60 minutes

Learning Objective

- ▶ To understand that Islam encourages questioning and seeking correct information from a range of sources

Key Words

- ▶ Research, enquiry, findings, questioning, reliable sources

Islamic Values

Islam encourages us to find out correct information and to ask the right questions before coming to decisions. It also encourages us to seek knowledge from reliable sources.

Citizenship Values

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



Activities

Ask some quick questions to recap the last lesson.

The last lesson was about dialogue. What is a dialogue?
Why is it important to listen to each other? What does Islam say about dialogue?

Share the lesson objectives.

A Starter Activity

Give an example of the last time you were in a situation where you were lost and needed to ask for directions. Explain how you overcame this problem.

Then ask pupils about the last time they were in a similar situation or another time when they:

- ▶ were stuck and did not know what to do
- ▶ lost their way in the street
- ▶ got stuck on some maths homework, or doing some research for a history lesson.

Ask pupils to work in pairs/groups and ask each other about situations such as these, and how they overcame their problems.

Encourage two or three pupils to share their ideas with the rest of the class.

Emphasise that whenever we are faced with a problem, asked to find out about something, or need some information to resolve an issue, we must enquire, ask questions and research.

B Development

Activity 1: Sweet Shop Robbery

Tell pupils that the local sweet shop has been robbed and the police have arrived. What questions would they ask?

Take feedback and then introduce the 'six best friends of Charles Dickens': what, why, how, when, where and who. Explain:

You will have heard about Charles Dickens – the famous Victorian writer who wrote books like *David Copperfield*, *Great Expectations* and *Oliver Twist*. He called 'what, why, how, when, where, who' his 'six best friends' and said these questions helped him to find the truth.

Stress that by following these steps you are 'researching' and finding out new information that will help you to understand a topic or theme. Sometimes you are searching for factual information. At other times you might be searching for people's opinions and views.

Explain that another word for research is 'enquiry'.

For example, scientists undertake medical research to help find a cure for diseases like cancer. In their research they will be asking all kinds of questions that will help them understand the causes of diseases and, insha'Allah, their cures.

Pupils' Activity Sheet 2.0301:
Sweet Shop Robbery

Activity 2: 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?

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.

'Seeking knowledge is a duty upon every Muslim.' [Bukhari]

Note: This is a duty upon both boys and girls.

'Take care of your knowledge and be careful from whom you get it.' [Bihar al-Anwar]

'The cure for ignorance is to question.' [Abu Dawud]

C Plenary

Sum up the lesson and stress that:

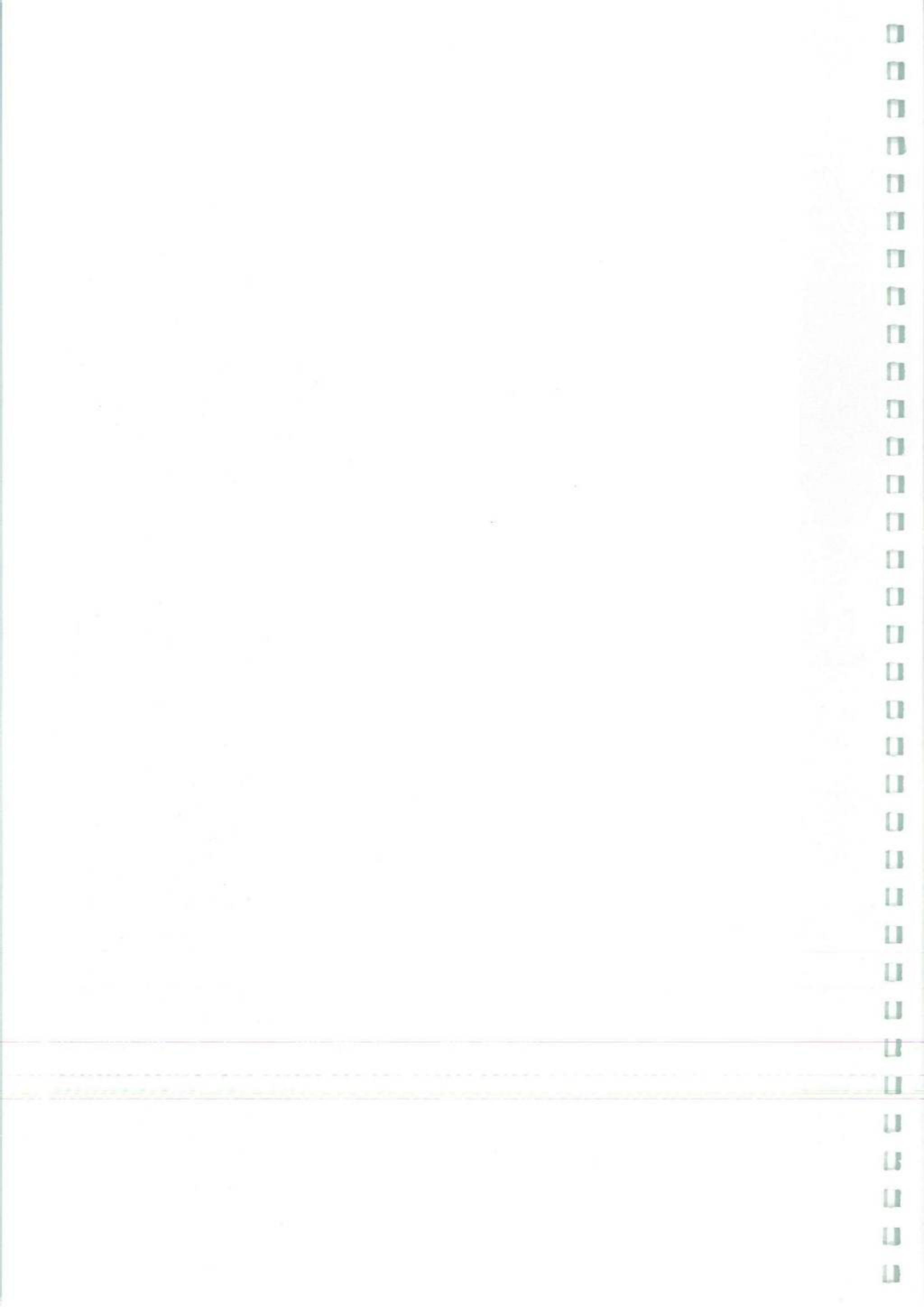
- ▶ Citizenship encourages the skills of research and enquiry, just as Islam does.
- ▶ To play an active part in the world you must do your best to understand it, to think about it and to ask relevant questions.
- ▶ There is a clear message in Islam: do not follow blindly, but seek truth and knowledge.

You may want to use one of the examples from the group work to reinforce these points.

Suggested Follow-up Work

Give instructions for follow-up work:

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



Sweet Shop Robbery

Your local sweetshop has been robbed and the police have arrived.

What questions would they ask?

▶

▶

▶

▶

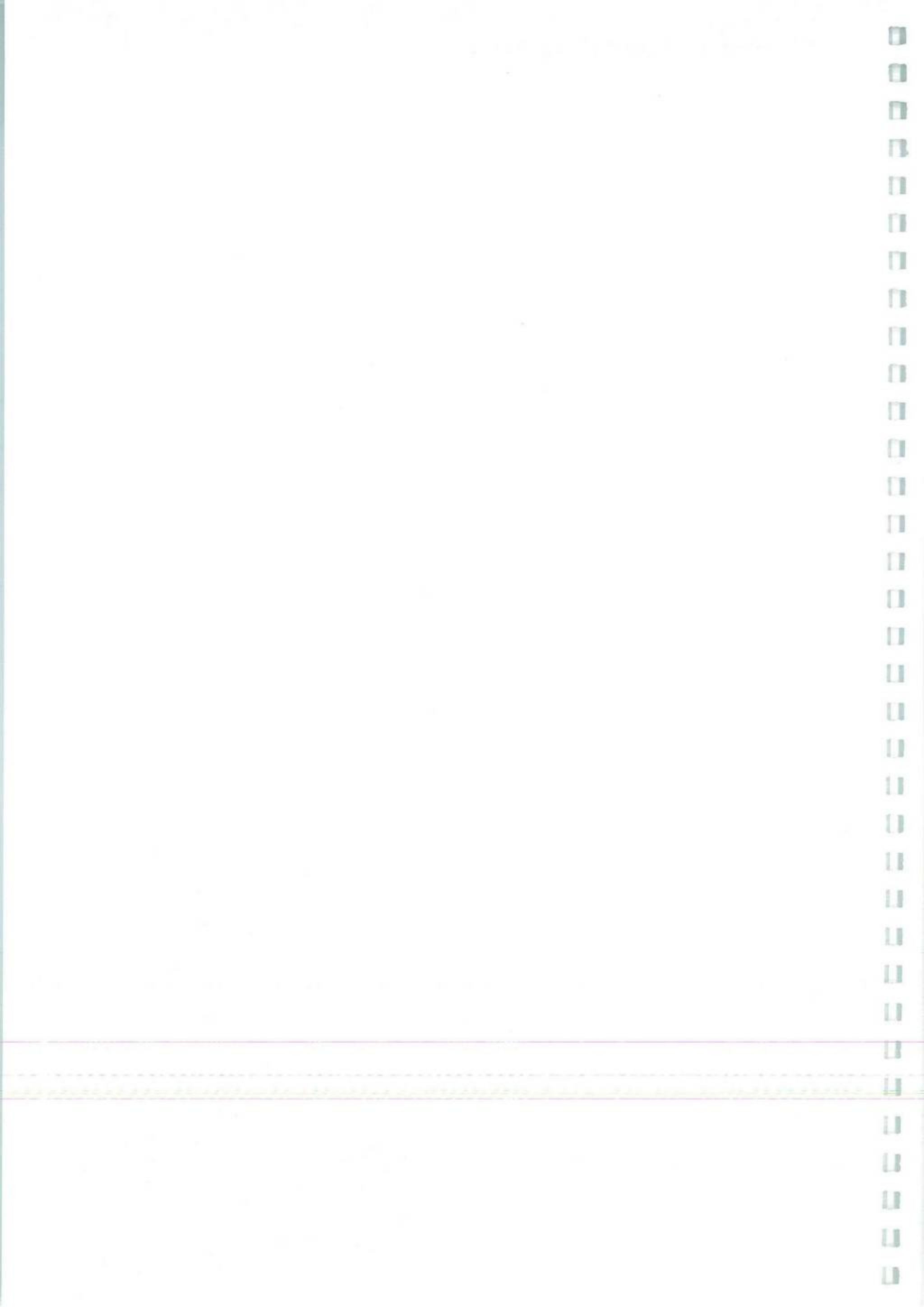
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4

The Madrasah, The Masjid, The Community

Key Stage 2

Suggested Duration: 60 minutes

Learning Objectives

- ▶ To understand how we can contribute to the community through the madrasah
- ▶ To know that working closely together in the community is part of citizenship

Key Words

- ▶ Madrasah, masjid, community, working together

Islamic Values

Islam encourages us to help others and to serve the community.

Citizenship Values

A good citizen works in the community.



Activities

Ask some quick questions to recap the last lesson.

Share the lesson objectives.

A Starter Activity

Play the 'Twenty questions' game for various community jobs – for instance, police officer, postman, doctor, teacher, nurse and imam.

Pupils ask various questions in order to guess the person you are thinking about. To engage pupils you can give them a few sample questions that they may ask, such as 'Do they wear a uniform?' or 'Do they work in a hospital?'

You can only respond with 'yes' or 'no' answers. The class only has twenty questions to get the right answer.

Emphasise that there are many different ways of contributing to, and caring for, the community.

B Development

Activity 1: Building Understanding

Ask pupils how they think their madrasah could help communities come together, and help to build better understanding between people of different faiths and backgrounds. Take feedback.

Some suggestions might include:

- ▶ visits to other places of worship
- ▶ visits to places such as police stations, fire services, and the local council
- ▶ inviting and welcoming people of different faiths and backgrounds into the madrasah.

Ask pupils:

- ▶ Have you ever visited another masjid?
- ▶ Have you ever visited a different place of worship other than a masjid?
- ▶ Do you have friends and neighbours who are not Muslims? Do you treat them differently to your Muslim friends and neighbours?

Activity 2: Understanding 'Community' and 'Madrasah/Masjid'

Ask pupils about their understanding of the words 'community' and 'madrasah' and what takes place in both.

Take feedback.

Use Pupils' Activity Sheet 2.0401. Divide the class into small groups and ask pupils to identify where they think each word/activity belongs.

The following words/activities are listed on the activity sheet.

Madrasah/Masjid – teaching, helping the poor, charity, funeral services, worship area, children's events/trips, catering, sports facilities, family activities, marriage services and multi-faith activities.

Community – hospital, post office, shopping, restaurants, sports facilities, parks, counselling, library, places of worship.

Emphasise that there are certain things common to the role of a madrasah/masjid and the role of community, and many activities complement each other. This shows the importance of people working together to help and support one another and to create a cohesive society.

Pupils' Activity Sheet 2.0401:
Community Madrasah Table

Emphasise that a community is made up of people and service providers, such as teachers, doctors, librarians, counsellors, bus drivers and police officers. A good citizen is very much part of their community.

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)

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

God says: *'My creation is my dependent. The most beloved ones to me are those who are the kindest to each other and strive to fulfil the needs of others.'* (Al-Kafi)

'Indeed God helps a person as long as that person is helping someone.' (Muslim)

C Plenary

Summarise the ideal community and madrasah. Emphasise that a good madrasah is one that provides many community services.

Ask pupils what would be their ideal madrasah.

Suggested answers: friendly, fun, active place where I learn a lot about my faith, a place where I can make friends, play football, games, have a snack, get help with my school homework, use computers.

Ask pupils what would be their ideal community.

Suggested answers: where people live safely, respect each other, no racism, no hatred, people help each other, all their needs are met.

Suggested Follow-up Work

Give instructions for follow-up work:

Write a letter to your madrasah principal/head with your suggestions about how your madrasah can be more like your ideal.

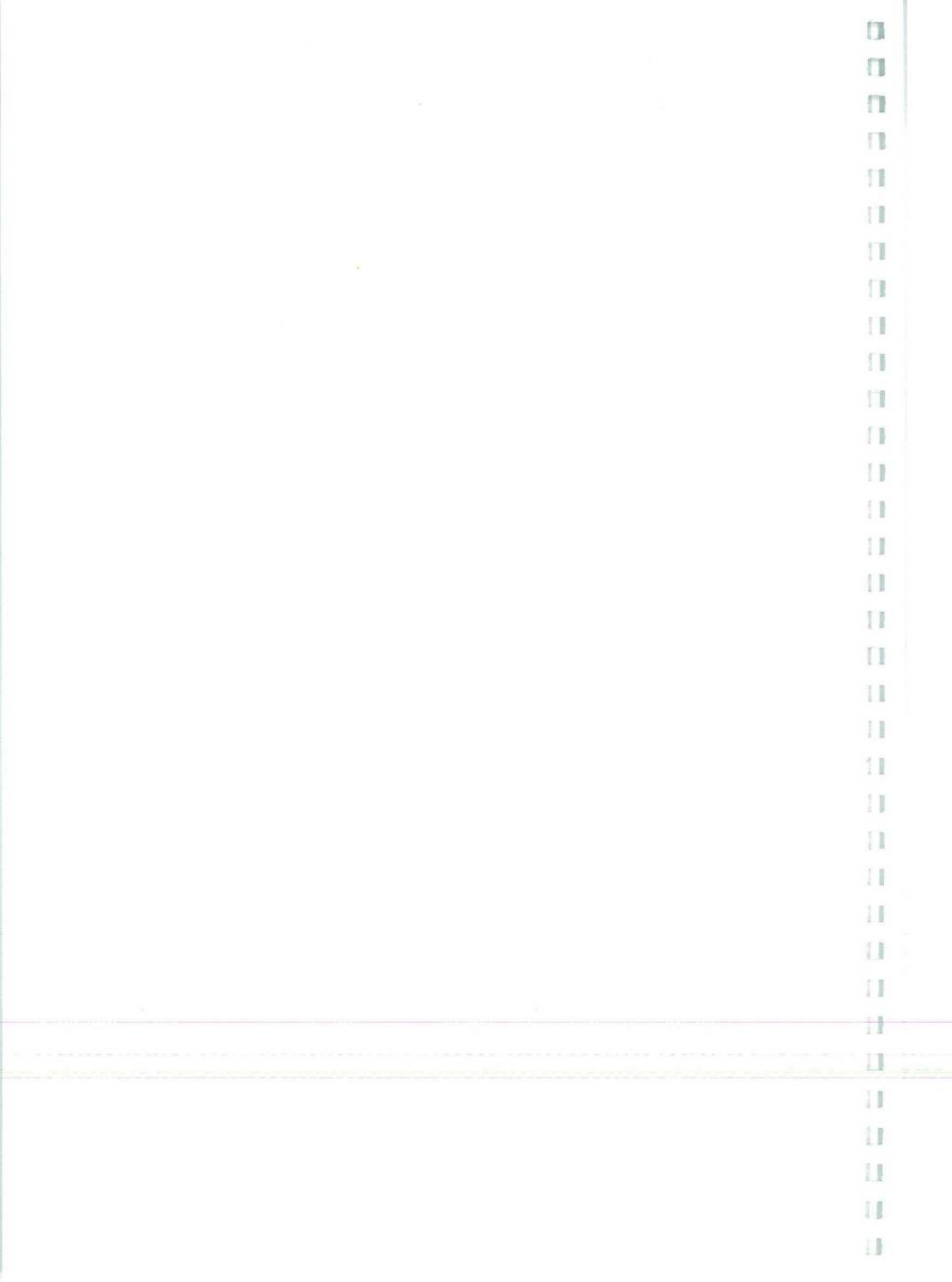


Community Madrasah Table

Sort the words/activities listed below by placing 'X' in the correct column – for example, do you think that the policeman should be involved in the madrasah or the community or both?

Activity/Word	Community	Madrasah	Both
Teaching			
Helping the poor			
Hospital			
Charity			
Post office			
Funeral services			
Worship area			
Shopping			
Children's events/trips			
Restaurants			
Sports facilities			
Parks			
Marriage services			
Library			
Multi-faith activities			
Places of worship			
Catering			
Family activities			
Sports facilities			
Counselling			





5

Understanding Conflict

Suggested Duration: 60 minutes

Learning Objective

- ▶ To understand what conflict is and how people respond to it

Key Words

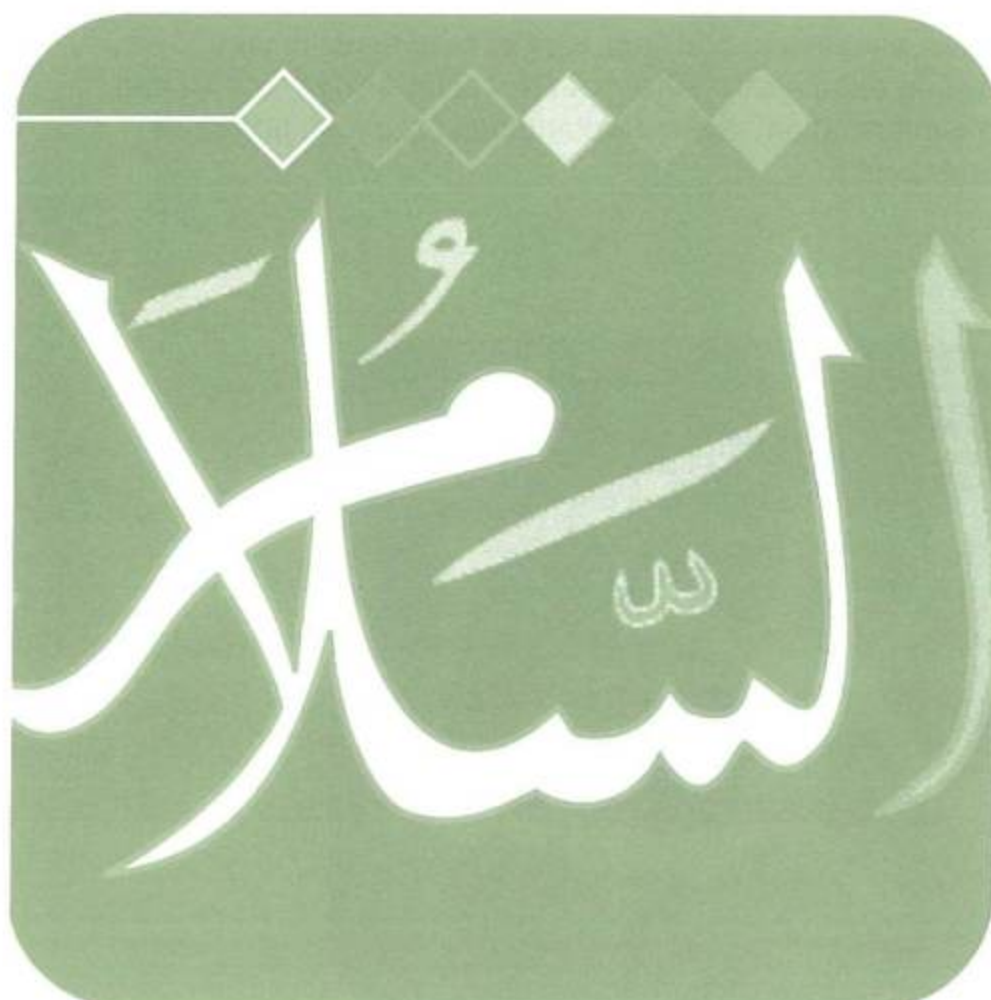
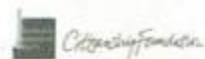
- ▶ Conflict, differences, hatred, greed, selfishness

Islamic Values

Islam teaches us to be kind and polite, and to resolve personal conflicts in a peaceful manner.

Citizenship Values

Good citizens are expected to deal with conflict in a peaceful and law-abiding way.



Activities

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

A Starter Activity

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

Introduce the term 'conflict'.

Ask pupils what the word 'conflict' means to them.

Suggested answer: Conflict means a disagreement, a fight or a dispute.

After taking responses from the pupils, try and tease out the differences between the causes which underlie the conflict described – for example, fighting can be caused by hatred, greed, an individual's/a group's interest or selfishness.

B Development

Activity 1: Conflict

Ask pupils to give some examples of conflicts. Encourage them to think about any local, national or international cases of conflict – for example, arguing, fighting and war.

Write suggestions on the board/flip chart for everyone to see. Then discuss some of them one by one.

Note: It is important that the pupils are given the time/opportunity to share their experiences. There may be recent local events, killings, stabbings, and so on, that the pupils have been affected by. Use this time to explore what happened – giving pupils a safe space for discussion.

Activity 2: Case Study of Conflict

Use Pupils' Activity Sheet 2.0501. Divide the class into small groups. Ask pupils to identify causes of a conflict, to describe the event and to say what type of harm was caused.

Ask representatives from the groups to come forward and present their answers.

Tease out the causes of conflict – for instance, how we behave (such as teasing, bullying), lack of responsibility, not seeing things from other people's point of view, media and misinformation, misunderstanding of religion, prejudice and racism.

Pupils' Activity Sheet 2.0501:
Case Studies of Conflict



Activity 3: Islamic Guidance

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

ظَهَرَ الْفَسَادُ فِي الْبَرِّ وَالْبَحْرِ بِمَا كَسَبَتْ
أَيْدِي النَّاسِ لِيُذِيقَهُمْ بَعْضَ الَّذِي عَمِلُوا
لَعَلَّهُمْ يَرْجِعُونَ

'Chaos has appeared on the land and sea because of what the hands of the people have done, so that He (God) makes them taste some of what they have done, in order that they may return (to the right way).' (Surat al-Rum 30:41)

Question: What does 'make them taste some of what they have done' mean?

Suggested answer: All our actions have consequences. Sometimes the consequences can also be natural disasters. In English, we sometimes say 'have a taste of your own medicine'.

C Plenary

Summarise:

- ▶ There are many different things that cause conflict.
- ▶ The basic reason of a conflict is differences of views.
- ▶ There are many types of conflicts and many ways to respond.

Suggested Follow-up Work

Ask pupils to think about a time when they were involved in a conflict or argument. Ask:

- ▶ What caused the conflict and how did you deal with it?
- ▶ Was it the right thing to do?

Ask pupils to write about it and bring their writing to the next lesson.



5 Understanding Conflict

Pupils' Activity Sheet 2.0501

Key Stage 2

Case Studies of Conflict

Incident	What do you think caused the conflict?	Describe what happened	What kind of harm was caused?
Children fighting in the playground over a ball			
People rioting and looting in town			
Violent demonstration about a newspaper article which seems to be anti-Muslim			



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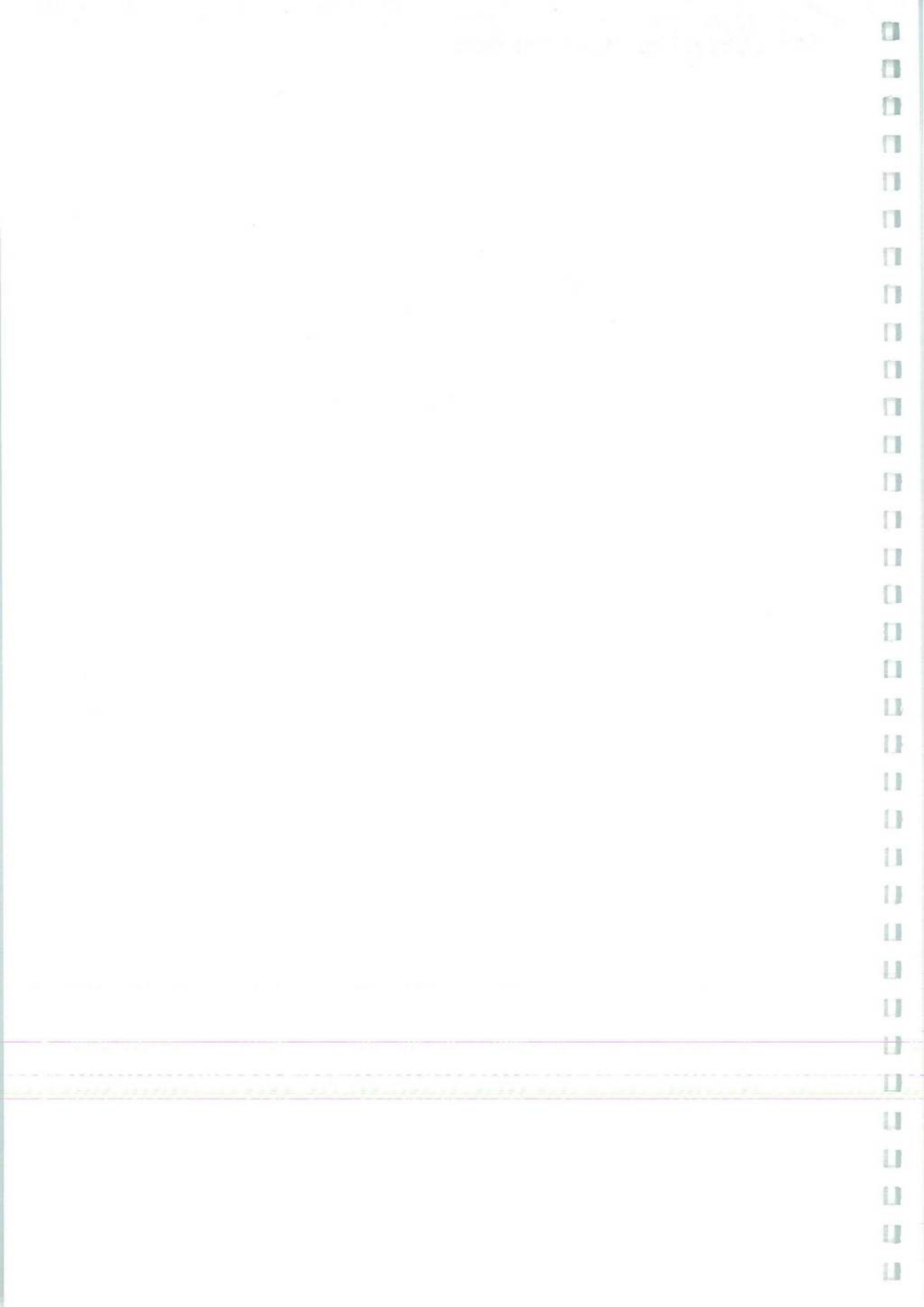
Citizenship Foundation

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Changing lives through learning



M (B)





Suggested Duration: 60 minutes

Learning Objectives

- ▶ To learn the Islamic method of resolving conflict
- ▶ To understand that good citizens deal with conflicts in a peaceful and law-abiding way

Key Words

- ▶ Conflict, resolution, anger management, forgiveness

Islamic Values

Islam teaches us patience and kindness. It encourages us to forgive peoples' mistakes and to deal with conflicts in a peaceful manner.

Citizenship Values

Good citizens are expected to deal with conflict in a peaceful and law-abiding way.



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Changing lives through learning



M (B)



Resources

Pupils' Activity Sheet 2.0601:
Case Studies of Conflict

Pupils' Activity Sheet 2.0602:
Story of the Black Stone

Activities

Ask some quick questions to recap the last lesson.

Share the lesson objectives.

A Starter Activity

Recap on the previous lesson about conflict in society, and the key learning points from the plenary. Also go over the homework from the previous lesson, which asked pupils to think about their personal experiences of, and reactions to, times of conflict.

Using the same case study as in the previous lesson (Pupils' Activity Sheet 2.0601), ask pupils how they would have responded in that situation. How would prophet Muhammad ﷺ have responded?

B Development

Activity 1: Islamic Guidance

وَعِبَادُ الرَّحْمَنِ الَّذِينَ يَمْشُونَ عَلَى الْأَرْضِ
هَوْنًا وَإِذَا خَاطَبَهُمُ الْجَاهِلُونَ قَالُوا سَلَامًا

'The (true) servants of the All-Merciful (God) are those who walk on the earth humbly, and when foolish people speak to them (disrespectfully), they reply: Peace.'

(Surat al-Furqan 25:63)

Ask pupils:

- ▶ Are we all servants of God?
- ▶ What is so special about being humble?
- ▶ What does it mean to reply 'peace'?

Tell pupils 'The Story of the Black Stone', below.

The Story of the Black Stone

'When Prophet Muhammad ﷺ was a young man, the people of his home town, Makkah, decided to rebuild the Ka'bah.

'Since there were many big families in Makkah, they worked separately, family by family, until the walls were high enough for the black stone to be replaced again into its corner.

'A violent argument broke out amongst them as each family wanted the honour of putting the black stone into its place. The disagreement lasted for a number of days and anger had increased to the point that they were ready to fight with arms, when the oldest man present suggested a solution.

'He called: 'O people of Quraysh! Whoever is the first to enter through the gates of this sacred place tomorrow morning will decide who shall lay the stone.' They agreed to follow the advice of the old man. The following morning, the first person to enter was Muhammad ﷺ, who had just returned to Makkah after a brief absence of a few days.

'This produced an immediate and pleasant feeling that here was the right person for the task, and his arrival was greeted by words of satisfaction. 'This is al-Amin,' said someone.

'We accept his judgement,' said others, 'It is Muhammad ﷺ.'

'Muhammad ﷺ asked 'What is this all about?'

'When they explained the matter to him, he asked for a sheet of cloth, which he spread on the ground. Then, he placed the black stone in the middle of the sheet and invited the leader of each

family to grab a part of the sheet and lift it up together.

When they had carried it to the corner of the Ka`bah, Muhammad ﷺ lifted the stone and placed it in its position. The rest of the work was completed peacefully.'

This story tells us that Prophet Muhammad ﷺ responded to conflict wisely and resolved it peacefully. This is an excellent example for everyone, especially leaders, people in authority and governments.

Activity 2: The Islamic Method of Resolving Conflict

Emphasise that the main cause of conflict is anger and then discuss the Islamic method of resolving conflict and controlling oneself when angry.

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

أعوذ بالله من الشيطان الرجيم

Pupils' Activity Sheet 2.0603:
Islamic Method of Reducing
Conflict

- ▶ 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

Go back to Pupils' Activity Sheet 2.0601 and ask pupils how they think Prophet Muhammad ﷺ would have reacted to these situations.

Remember:

- ▶ There are many ways to resolve a conflict.
- ▶ The first reaction is on impulse and not always the best – therefore think before you act.
- ▶ God is watching and listening to us at all times.

Suggested Follow-up Work

Give instructions for follow-up work:

Tell at least three people about Prophet Muhammad's ﷺ response to conflict.



Case Studies of Conflict

Incident	What do you think caused the conflict?	Describe what happened	What kind of harm was caused?
Children fighting in the playground over a ball			
People rioting and looting in town			
Violent demonstration about a newspaper article which seems to be anti-Muslim			



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The Story of the Black Stone

When Prophet Muhammad ﷺ was a young man, the people of his home town, Makkah, decided to rebuild the Ka`bah.

Since there were many big families in Makkah, they worked separately, family by family, until the walls were high enough for the black stone to be replaced again into its corner.

A violent argument broke out amongst them as each family wanted the honour of putting the black stone into its place. The disagreement lasted for a number of days and anger had increased to the point that they were ready to fight with arms, when the oldest man present suggested a solution.

He called: 'O people of Quraysh! Whoever is the first to enter through the gates of this sacred place tomorrow morning will decide who shall lay the stone.' They agreed to follow the advice of the old man. The following morning, the first person to enter was Muhammad ﷺ, who had just returned to Makkah after a brief absence of a few days.

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Muhammad ﷺ asked: 'What is this all about?'

When they explained the matter to him, he asked for a sheet of cloth, which he spread on the ground. Then, he placed the black stone in the middle of the sheet and invited the leader of each family to grab a part of the sheet and lift it up together.

When they had carried it to the corner of the Ka`bah, Muhammad ﷺ lifted the stone and placed it in its position. The rest of the work was completed peacefully.

Islamic Method of Resolving Conflict

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

- ▶ Seek God's protection by reciting the ta'awwudh.
أعوذ بالله من الشيطان الرجيم
- ▶ 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.



Suggested Duration: 60 minutes

Learning Objectives

- ▶ To reinforce the idea that conflicts should be resolved peacefully
- ▶ To understand that the term 'jihad' means struggle
- ▶ To understand that the greater jihad is the struggle to do good and to stay away from bad
- ▶ To know that Islam condemns suicide absolutely

Key Words

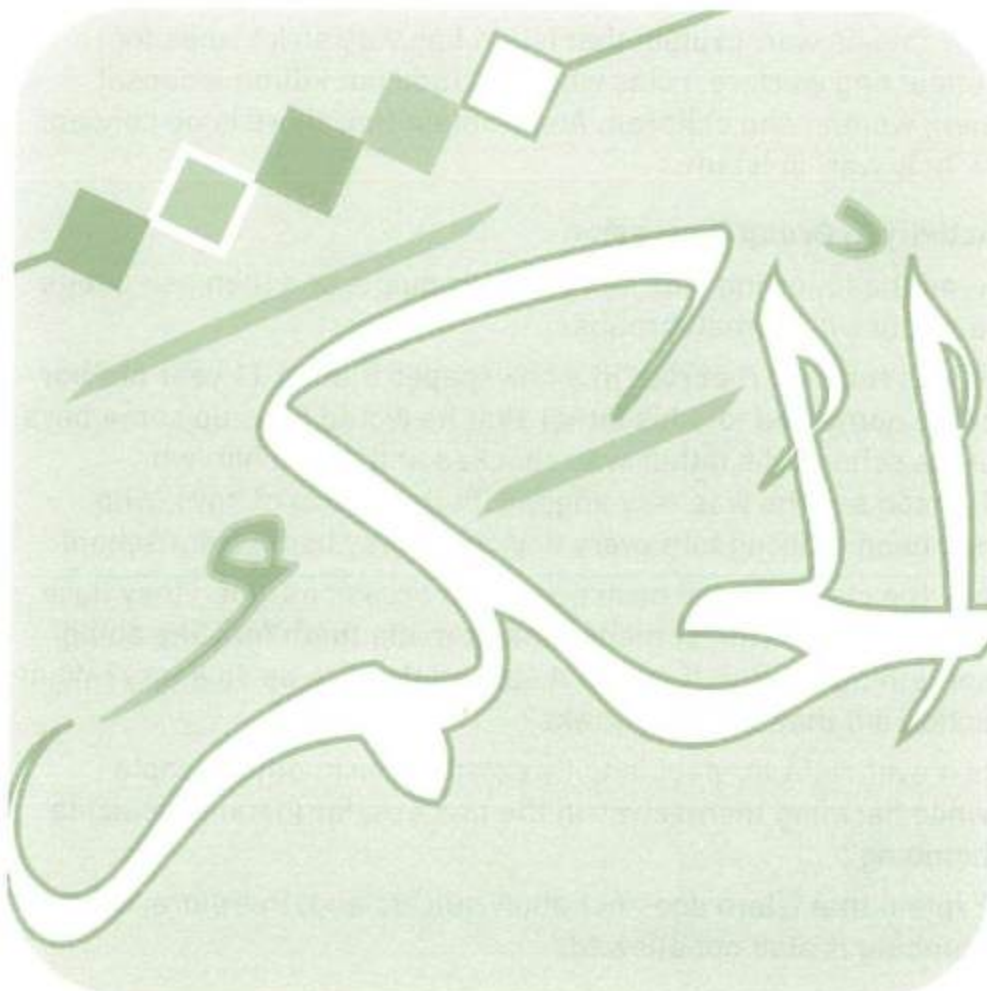
- ▶ Haram, jihad, struggle, good, evil

Islamic Values

Islam encourages the peaceful resolution of all conflicts. There are no circumstances in Islam where suicide or the killing of innocent people is allowed. It is totally haram.

Citizenship Values

Citizens are expected to abide by the law. There are legal forms of protest when you oppose something.



Activities

Recap the previous lessons on conflict and resolving conflict. Ask: What did we decide were the main reasons for causing conflict? What was the Islamic method of conflict resolution?

A Starter Activity

Explain that, as good Muslims, we should abide by the law of the land and behave peacefully. Ask the class if there are any occasions when we can decide to take the law into our own hands in order to achieve what we want. Ask the class if they can think of any recent events where people have acted outside the law. Was this the right thing to do? What would happen if we all decided to ignore the law of the land?

This is a whole-class discussion and might lead to examples such as the Danish cartoon incidents, burning of books or, even more likely, terror attacks and suicide bombings. Emphasise that the law of the land allows you to demonstrate on the street peacefully to protest against something you do not agree with.

B Development

Activity 1: Discussion

In small groups, discuss the following questions:

Can you think of a time when you were tempted to do something really bad? Describe it to your friend. Why did you want to do it? What action did you take, if any, or did you resist the temptation?

Ask the whole class to feed back. You might want to give a few examples of your own.

Explain that the struggle between good and bad that goes on inside our head is the greater jihad. It is the struggle against evil for the sake of good. Throughout our lives the great struggle is that which we undergo as individuals, trying to resist the temptations of Shaytan and live life as good Muslims.

It is likely that some pupils will have a limited view of the term 'jihad' and they may well think that it is only a holy war, a war conducted by Muslims against non-Muslims. They may think it means a struggle. They may think it is about getting to Jannah. They may also refer back to the earlier debate. If they think it only means war, explain that Islam has very strict rules for conducting warfare, rules which include not killing innocent men, women and children. Also explain that there is no concept of 'holy war' in Islam.

Activity 2: Group Discussion

Read the following true story to your pupils and then ask pupils to discuss it in small groups:

'It was recently reported in a newspaper that an 11 year old boy came home and told his father that he would blow up some boys at his school. His father was shocked and asked him why. The son said he was very angry with this group of boys, who had been bullying him every day on his way home from school.'

Ask the class if there have ever been occasions when they have been so angry with someone that it made them feel like doing something similar. If so, what caused them to be so angry? What action did they eventually take?

Is it ever right for people to threaten or harm other people while harming themselves in the process, for instance, suicide bombing?

Explain that Islam does not allow suicide and, therefore, suicide bombing is also not allowed.

Activity 3: Islamic Guidance

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

وَلَا تَقْتُلُوا أَنْفُسَكُمْ إِنَّ اللَّهَ كَانَ بِكُمْ رَحِيمًا

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

Question: What does 'do not kill yourselves' mean?

Suggested answer: Islam teaches us not to commit suicide whatever the circumstances.

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 those who do good.' [Surat al-Baqarah 2:195]

Question: What does 'do not throw yourselves by your own hands to destruction' mean?

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

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

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

'He who has no control over his anger has no control over his mind.' [Al-Kafi]

Emphasise that Islam absolutely forbids suicide and that there is a severe punishment for this act. The community of scholars have also pointed out that this equally applies to 'suicide bombers' because they have committed two haram acts: they have killed themselves, and they may have killed innocent people.

C Plenary

To recap, ask the following questions:

- ▶ Is suicide permitted in Islam?
- ▶ Is the killing of innocent people permitted in Islam?
- ▶ Should you use phrases such as 'I will blow them up'?
- ▶ How can you resolve conflicts?
- ▶ What is jihad?

Suggested Follow-up Work

Give instructions for follow-up work:

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



Suggested Duration: 60 minutes**Lesson Objectives**

- ▶ To explore the importance of law and order in society
- ▶ To learn that Islam requires Muslims to be law-abiding citizens

Key Words

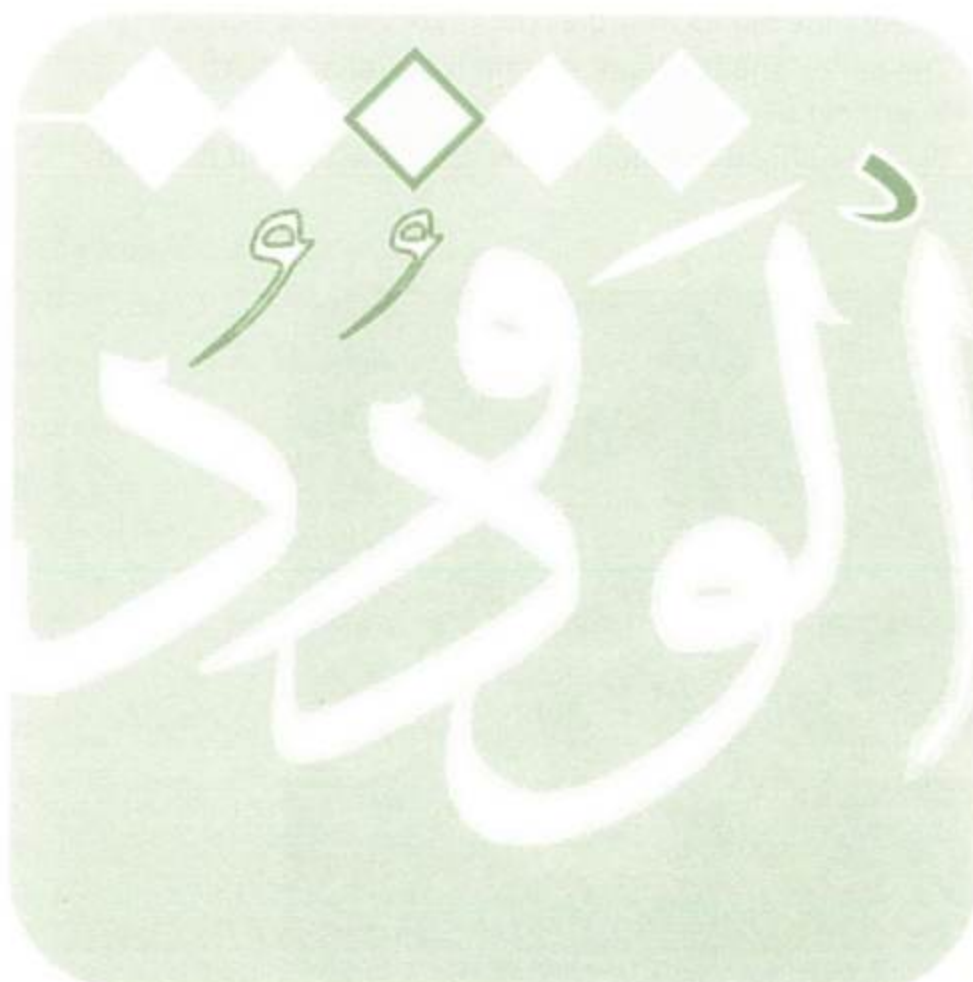
- ▶ Law, order, law-abiding, justice, fairness

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 others.



Activities

Ask some quick questions to recap the last lesson.

Share the lesson objectives.

A Starter Activity

Working in pairs/groups, ask pupils to prepare a list of rules that they had to follow from the minute they woke up until now in the madrasah classroom. Take feedback and then ask:

- ▶ Do you have rules at home?
- ▶ What are your school rules?
- ▶ What are your madrasah rules?

Take feedback and ask why we need rules.

Suggested answers:

- ▶ To maintain order in our lives and in society.
- ▶ To maintain security and safety in our lives and in society.

Explain that government rules are called laws.

Ask what would happen if we did not obey the following.

- ▶ Religious rules – for example, not to lie, not to steal, to pray five times a day
- ▶ Government rules – for example, not to steal, not to vandalise, to pay your taxes
- ▶ School rules – for example, to wear a uniform, to be on time, to listen to the teacher
- ▶ Madrasah rules – for example, to wear a uniform, to be on time, to listen to the teacher.

B Development

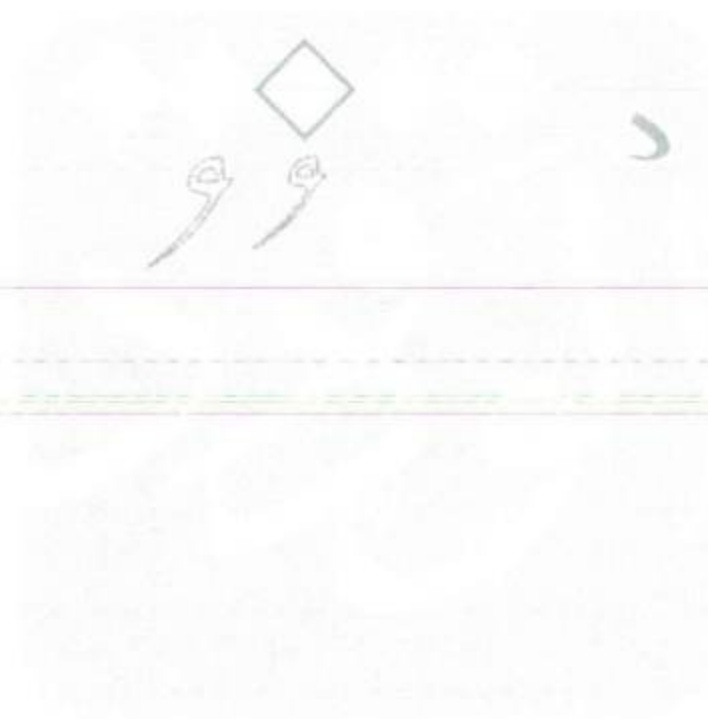
Activity 1: Rules and Reasons

Pupils use the same list as in the Starter Activity, as well as some preset ones on the example sheet, to compile a list of rules. Then, for each one, they think about the reason behind the rule.

Point out that:

- ▶ Laws and rules are there to maintain order in society.
- ▶ If everyone did as they pleased there would be chaos.
- ▶ The police and the legal system (courts) are there to protect us.
- ▶ We are obliged to follow and respect the laws of the land.

Pupils' Activity Sheet 2.0801:
Rules and Reasons



Activity 2: 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)

Question: What about the rights of non-relatives?

Suggested answer: Non-relatives also deserve to be treated with justice and kindness as we learn from other Islamic teachings. This verse specifically mentions relatives for emphasis.

Question: What is the meaning of 'oppression'?

Suggested answer: Denying justice, people's rights and freedoms.

'Hearing and obeying are the duties of a Muslim, both regarding what one likes and one dislikes, as long as one is not commanded to perform an act of disobedience to God, in which case one must neither hear nor obey.' (Bukhari)

Emphasise that Islam teaches us to respect and obey the law of the country.

C Plenary

Ask pupils:

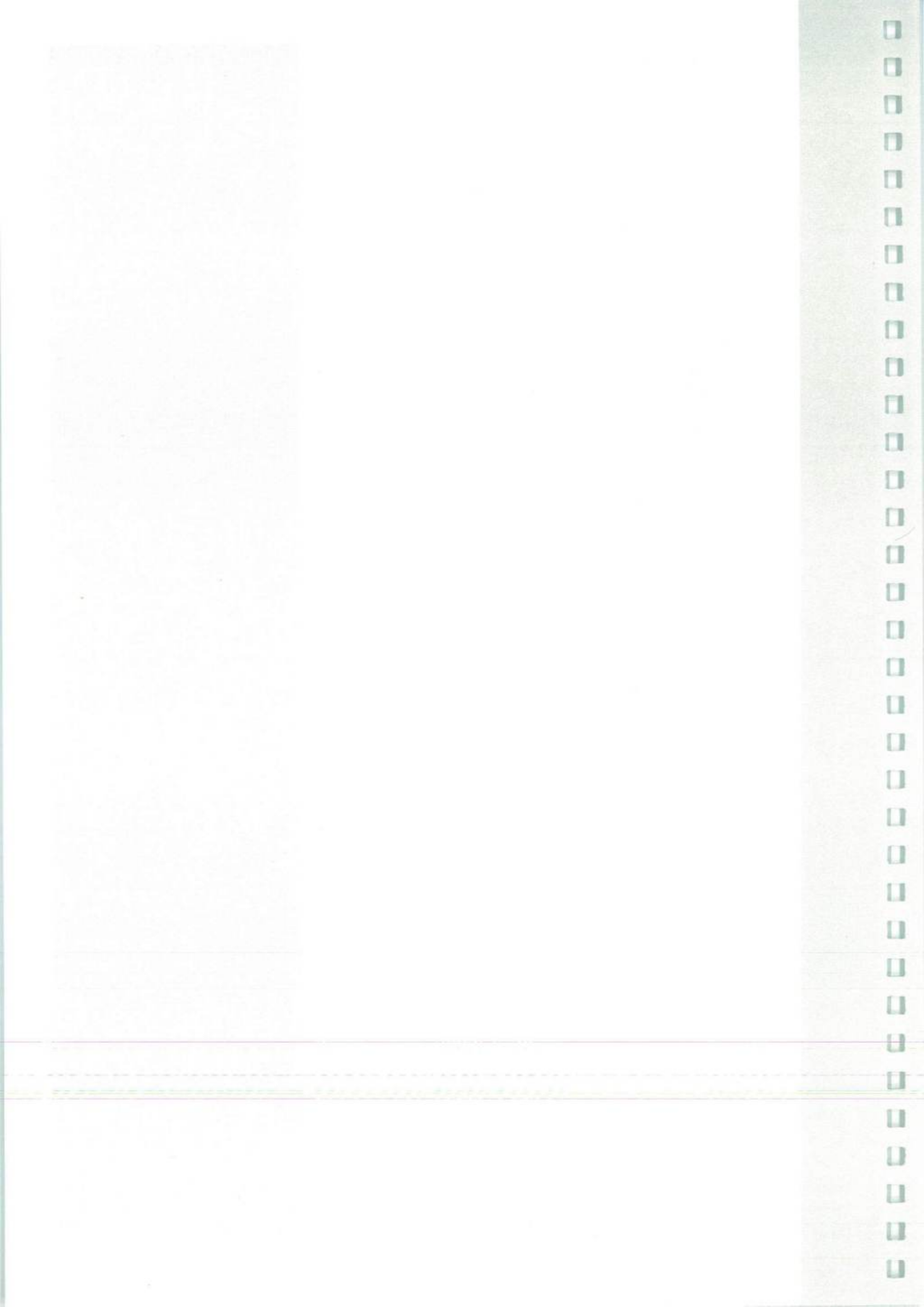
- ▶ What should we do as Muslims if we see things that we are unhappy about?
- ▶ How should we react if we see a crime taking place?
- ▶ Are we allowed to take the law in our own hands?
If not, why not?

Suggested Follow-up Work

Ask pupils to think about the last time they, or someone they know, was in the wrong.

Ask them to write about what happened and what they did.

Ask: In the light of today's lesson, would you have done things differently?

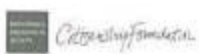


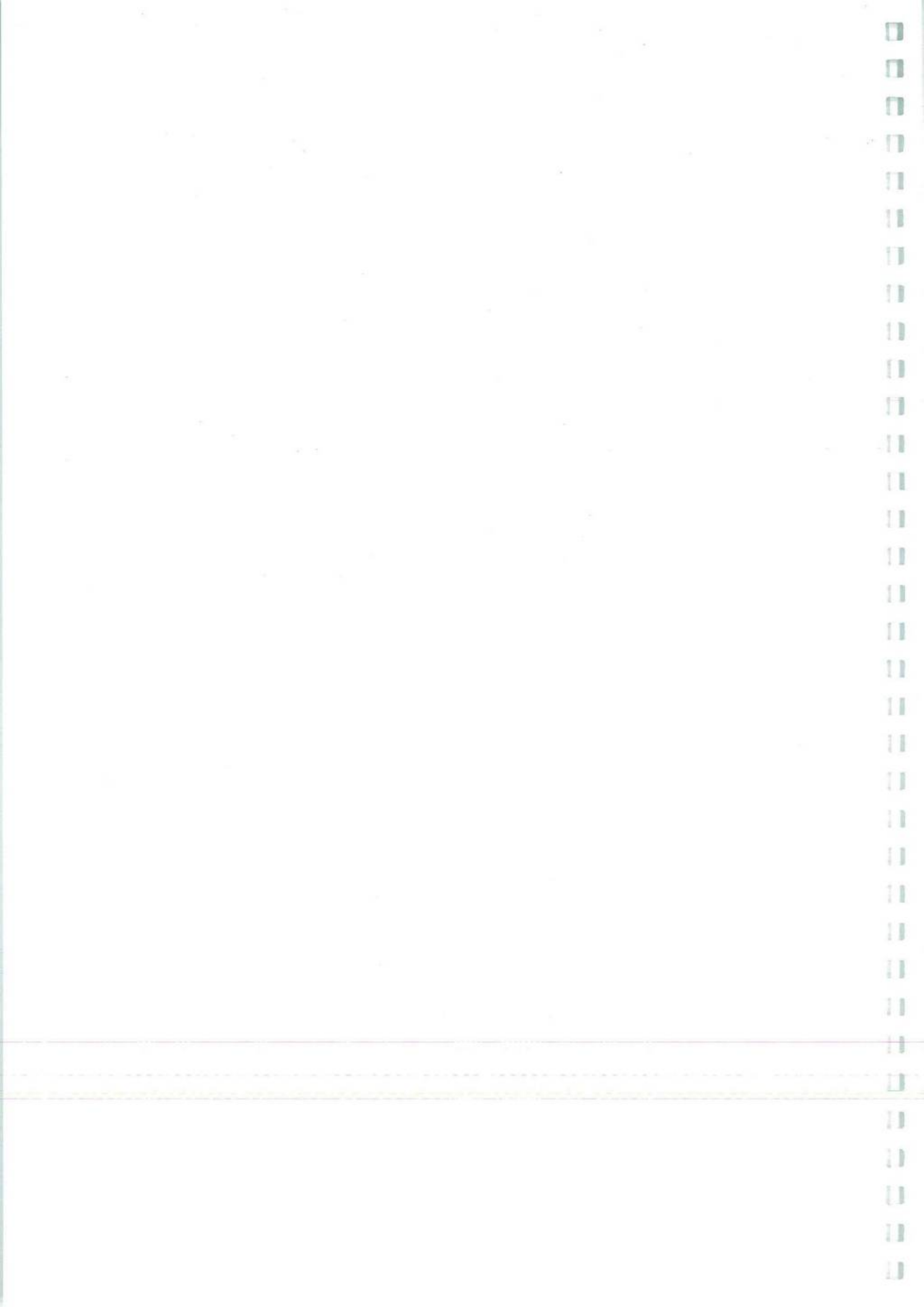
Rules and Reasons

What I Did/Rule	The Reason for the Rule – Why Is It There?
Woke up early and performed wudu'	So you are clean when you offer your salah.
Brushed my teeth	
Went to school	
Was not allowed to stand on the bus	
Wore a seatbelt in the car	
Was not allowed to shout out in the classroom	
Was not allowed to eat or drink in the classroom	
Had to stand up when the teacher walked into the classroom	
Had supper at 7pm	
Performed my daily prayers	



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9

Tolerance, Respect and Love for Humanity

Suggested Duration: 60 minutes

Lesson Objectives

- ▶ To learn the difference between the qualities of tolerance, respect and love and their importance in Islam
- ▶ To understand that these qualities also make a good citizen

Key Words

- ▶ Tolerance, respect, humanity, mu'adhin (caller to prayer)

Islamic Values

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

Citizenship Values

Citizenship teaches us to respect fellow human beings, tolerate differences and love all creatures.



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Citizenship Foundation

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M (B)



Resources

Pupils' Activity Sheet 2.0901:
Flash Cards

Pupils' Activity Sheet 2.0902:
Brainstorming

Activities

Ask some quick questions to recap the last lesson.

Share the lesson objective.

A Starter Activity

Ask pupils to introduce themselves to the class. They must mention only one fact about themselves. Repeat this several times and explore the range of facts that they share. For example: 'My name is Aminah and I like to talk for hours on the phone.'

Ask the pupils whether these differences make them any more or less deserving of respect. Take feedback.

Suggested answer: We are all different and need to learn to respect each other despite our differences.

Tell the children about Bilal (رضي الله عنه), who was a black slave and was not an Arab, yet Prophet Muhammad ﷺ honoured him with the important job of calling people to pray.

Ask: What does this show us?

Stress that he was very different, yet he was given so much respect that he became the first and most famous mu'adhin.

B Development

Activity 1: Definitions

Have three flash cards with 'respect' written on one, 'love' on the other and 'tolerance' for humanity on the third.

Ask pupils what all three mean.

Establish that:

- ▶ **Tolerance** may mean to accept the difference between people and their views, even if you don't understand them or you disagree with them.
- ▶ **Respect** may include due regard for the feelings, values or rights of others – for example, you respect someone because you look up to them and you admire them.
- ▶ **Love** may include having good feelings for somebody, caring for them, looking after them.

Ask pupils: Who do you tolerate? Who do you respect? Who do you love?

Activity 2: Whole-class Exercise

Split the class into smaller groups and give each group one of the following topics from Pupils' Activity Sheet 2.0902 (a, b, c).

- ▶ How can we show **tolerance** towards humanity?
- ▶ How can we show **respect** for humanity?
- ▶ How can we show **love** for humanity?

Ask each group to brainstorm about their topic. Encourage practical examples – for instance, we can show tolerance towards humanity by giving a Diwali card to our Hindu or Sikh teachers or we can show respect towards humanity by listening to each other.

Ask the class to share their outcomes on how we could show more tolerance, respect and love for all humans.

Activity 3: 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)

This verse shows that diversity in human beings is God's design and for this reason we must respect the differences.

Question: Why do you think God didn't make us all the same?

Suggested answers: If we were all the same, life would be boring. Diversity makes life more colourful and interesting. 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 live and work with each other.

'Behave with people the way you would like them to behave with you.' (A' lam al-Din)

Story from the Sirah – 1

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

Question: What do we learn from this story?

Suggested answers: Muslims are allowed to pray for everyone – for instance, for their good health, prosperity, safety, and so on. Muslims must live with everyone in harmony.

Story from the Sirah – 2

Share with the class the story of Prophet Muhammad's ﷺ visit to Ta'if. Explain how he was physically harmed, the arrival of Jibril (Gabriel) and his offer to destroy the whole valley, but the Prophet ﷺ refused and forgave these cruel people. Emphasise the fact that not only did he forgive these disbelievers but he also prayed for them.

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 and respond with patience, wisdom and forgiveness.

C Plenary

Sum up and stress what pupils have said about tolerance, respect and love.

Emphasise that both citizenship and Islam teach us to tolerate differences and to respect and love other human beings.

Suggested Follow-up Work

Ask pupils to list five things they have done which demonstrate their tolerance, respect and love for others.



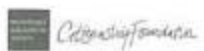
Flash Cards

Cut out the following to make flash cards.

Tolerance

Respect

Love



Brainstorming

How can we
show **tolerance**
towards
humanity?

Brainstorming



How can
we show
respect for
humanity?

Brainstorming

How can
we show
love for
humanity?

Suggested Duration: 60 minutes

Lesson Objectives

- ▶ To learn what 'community cohesion' means
- ▶ To explore the Islamic teachings regarding living and working with others

Key Words

- ▶ Community, cohesion, unity, differences, cultural, divisive, harmonious

Islamic Values

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

Citizenship Values

Good citizens accept that all members of society are different and have a responsibility to get along despite their differences.



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Citizenship Foundation

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Activities

Ask some quick questions to recap the last lesson.

Share the lesson objectives.

A Starter Activity

Imagine you go to a 'rainbow school'. In your class you have Jews, Christians, Muslims, Hindus, Sikhs, Buddhists and some children who do not have a religion.

Ask pupils, in small groups, to list ways to bring them all together and to talk to each other. Take feedback and discuss pupils' ideas.

B Development

Activity 1: Guess the Religion

Pupils' Activity Sheet 2.1001:
Guess the Religion

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

Hand out Pupils' Activity Sheet 2.1001. Ask pupils to work in small groups and try to identify which religion the different characters in the picture belong to.

Pupils' Activity Sheet 2.1002:
Guess the Religion – Answers

Take feedback and hand out Pupils' Activity Sheet 2.1002.

Explain that Muslims ruled Spain successfully for hundreds of years and the reason for this success was that the rights of all people were protected. Jews, Christians, Muslims and others could talk, learn, trade and worship freely.

Andalusia was a community which worked closely together in a cohesive way. 'Cohesion' means living and working harmoniously together and accepting and respecting people's differences for the good of all. A good citizen is one who works for a cohesive community.

Activity 2: 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)

Question 1: What does it mean to 'know each other' and why does the Qur'an encourage us to know each other?

Suggested answer: It is important for us to know each other because ignorance can breed hatred. Knowing someone means that you have some understanding of their culture, their language, their religion and their social habits. In Islam this concept of knowing each other is called Ta'aruf.

Question 2: What is Taqwa?

Suggested answer: The love Muslims feel for God, which helps them to do righteous things and stay away from those things that would displease God.

Tell pupils the story below.

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

A Story from the Sirah

The sahabah (companions) 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.

Prophet Muhammad ﷺ referred to the sahabah by their country of origin in order to show his acceptance of other nations and nationalities. He ﷺ gave respect and equal opportunities to all of the sahabah, regardless of their colour, language or place of origin.

Explain that Islam recognises cultural differences and allows for people to identify themselves as belonging to a particular country or nation, so long as they do not believe that they are superior to others on account of these differences.

C Plenary

Ask the following questions to recap the lesson:

- ▶ Why did God create various nations and tribes?
- ▶ What is the name of the country in Europe where Jews, Christians and Muslims lived harmoniously for hundreds of years?
- ▶ Why did Prophet Muhammad ﷺ refer to the sahabah by their background?
- ▶ What does the term 'community cohesion' mean?
- ▶ What are the benefits of living in a multi-cultural/ multi-faith community?

Stress that Islam teaches and encourages us to live and work harmoniously with people of all backgrounds.

Take collective feedback.

Suggested Follow-up Work

Give instructions for follow-up work:

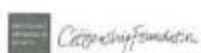
Discuss with your parents and write down six things that can help to bring people from various faiths and cultures together.



Guess the Religion



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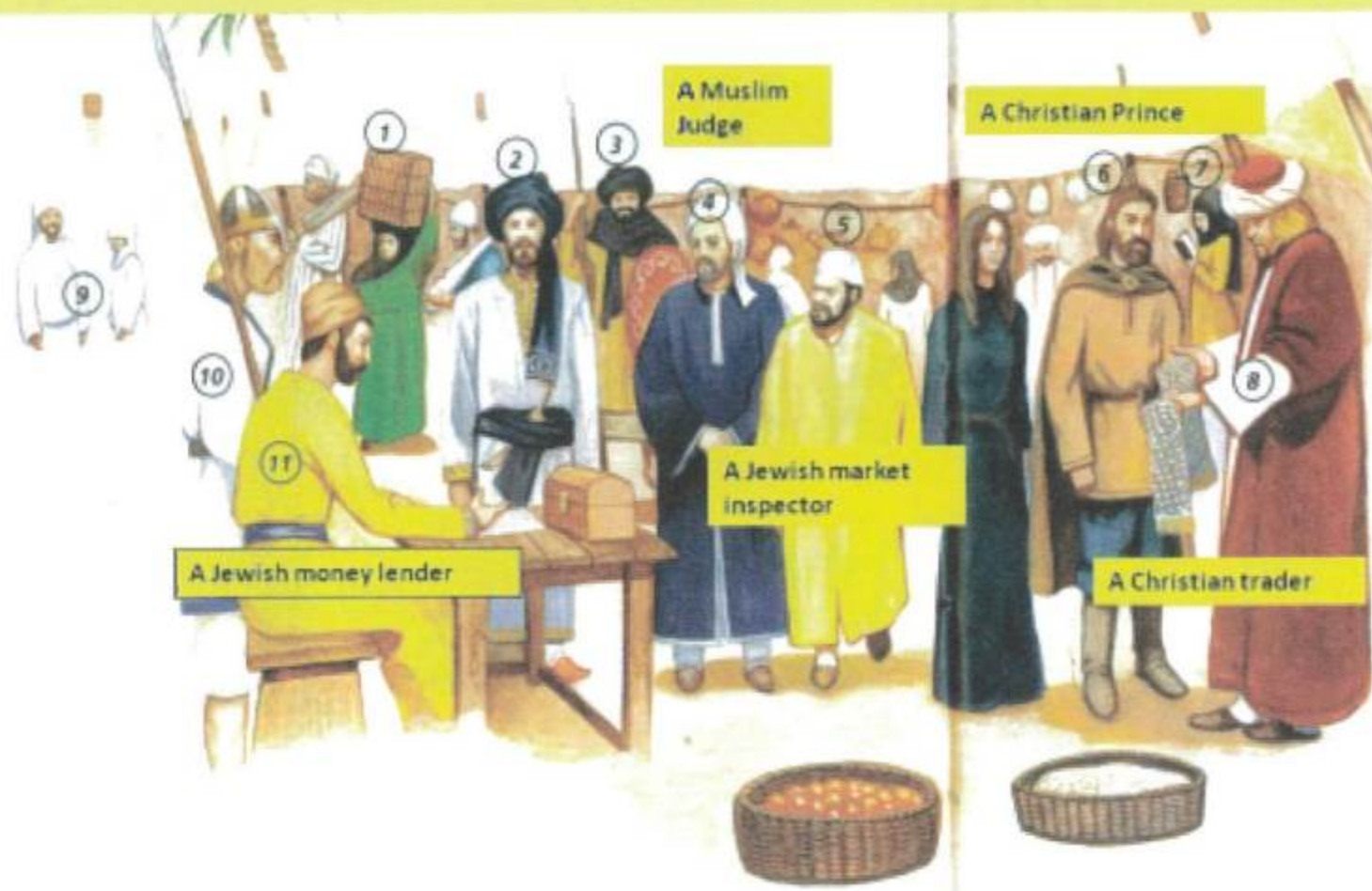
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Guess the Religion – Answers

MULTI CULTURAL ANDALUSIA



Constitution of Madinah – A Multi-faith Society

Suggested Duration: 60 minutes

Learning Objectives

- ▶ To learn about the world's first successful 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

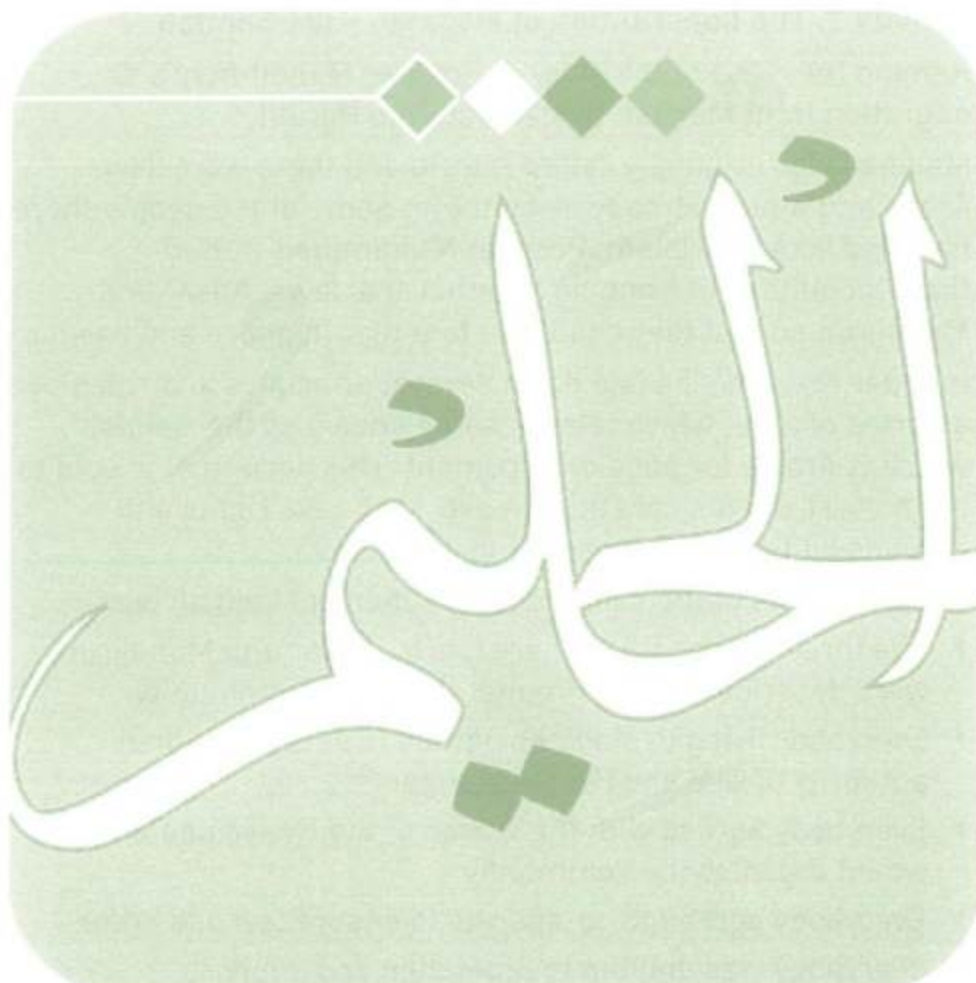
- ▶ Sahifah (page/document), constitution, rights and responsibilities, ummah, hijrah, ansar (Muslim residents of Madinah who helped the refugees from Makkah), muhajirun (Muslim refugees who fled from Makkah to Madinah)

Islamic Values

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

Citizenship Values

A British citizen must obey the law and be free to practise their religion.



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 did 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.)

Each country has 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 2.1101, ask the class to work in small groups and list the freedoms they would want British citizens to have, 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 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 those living in Madinah.

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

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

Pupils' Activity Sheet
2.1101: Freedoms List

- Everybody was entitled to pray as they wished.
- Everybody was expected to defend Madinah.
- Everybody was expected to pay their taxes.

Activity 3: Islamic Guidance

Here are several passages taken from the saḥīfah.

The ICE project has taken this text 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.

Ask a few pupils to read the following 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

Question: Why do you think that the Constitution of Madinah is so important for Muslims in Britain today?

Suggested answer: It is important because it:

- provides an Islamic model for how a state should 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.

Pupils' Activity Sheet 2.1102:
Islamic Guidance

Pupils' Activity Sheet 2.1103:
Pick the Correct Answer

C Plenary

To recap, ask pupils to complete the following activity, using Pupils' Activity Sheet 2.1103.

Ask the class to work in small groups and match the right answer to each question. When a group gets the correct answer they should say 'Alhamdulillah' softly.

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

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 others to live together in peace.

Freedoms List

List the freedoms you would like British citizens to have. 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 ...



Islamic Guidance

Selected passages from the Constitution of Medina:

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

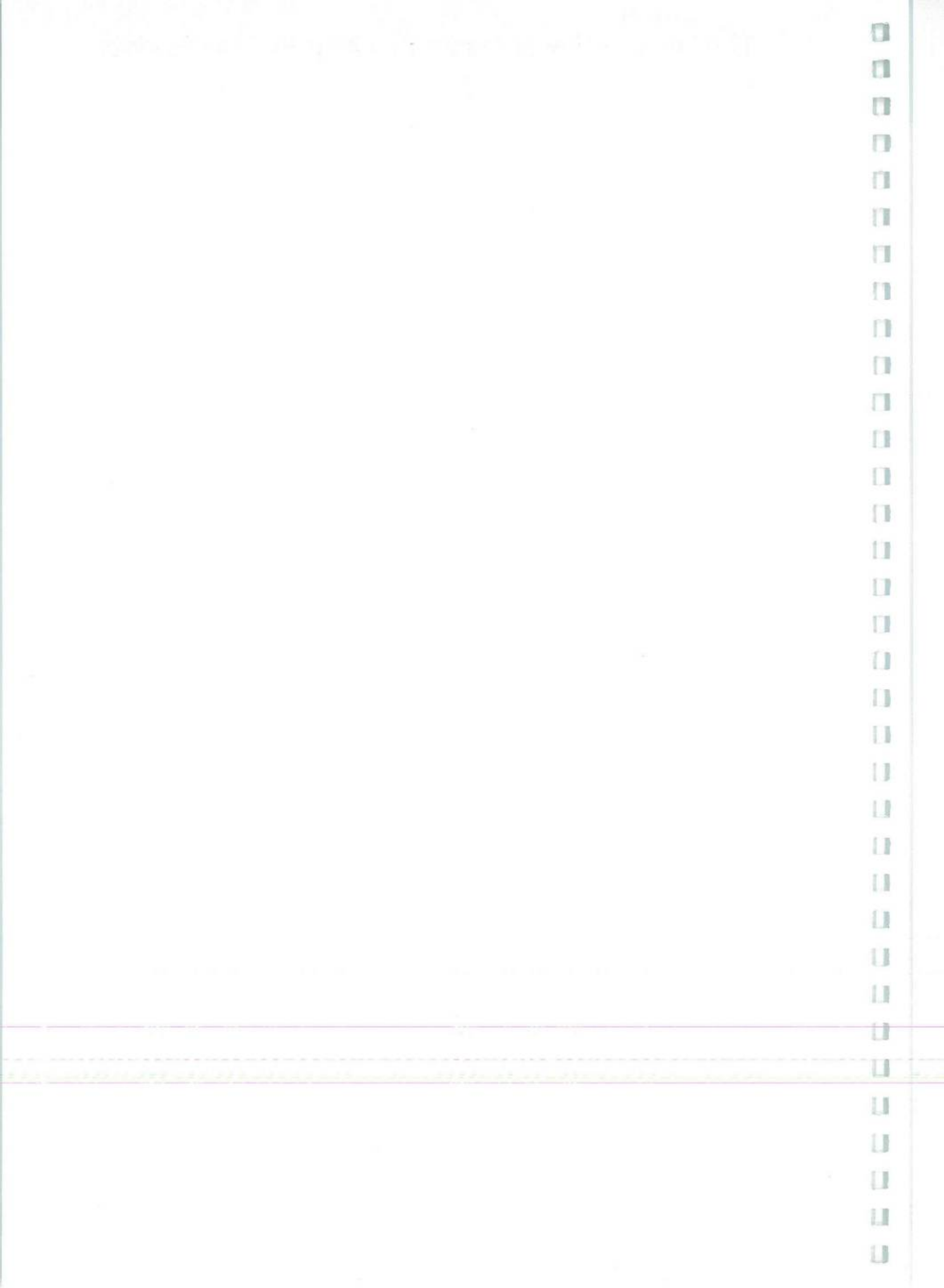
'There shall be mutual help between one another against those engaged in war with the allies of this document.'

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.'

Pick the Correct Answer

What is a constitution?	The ansar, the muhajirun and the Jews
Who devised the first written constitution in the world which gave rights to Jews, Muslims and others?	Set of laws and systems of government
What were the names of the three groups living in Madinah?	Page or document
What was Madinah originally called?	Prophet Muhammad ﷺ
What does the word Sahifah mean?	Yathrib
Who is responsible for the things you do?	You



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

Read the following story to the class.

A Story from the Sirah

'Prophet Muhammad ﷺ had to pass by the house of an old woman every day. Each time, the old woman would throw rubbish on him from her window. The Prophet would pass by quietly without reacting angrily. One day, when Prophet Muhammad ﷺ was passing by the woman's house, she was not there to throw the rubbish.'

Ask the pupils: What would be your reaction if this happened to you?

Read the remainder of the story.

'Prophet Muhammad ﷺ enquired about the old woman and learnt that she was ill. He knocked on her door and the woman asked who it was. The Prophet ﷺ replied: 'It is I, Muhammad.' The old woman became very frightened and thought he had come to get his revenge. The Prophet ﷺ assured her that he only wanted to visit her because she was ill and wanted to look after her.

'The old woman was so shocked by the kindness and compassion of Prophet Muhammad ﷺ that it made her re-think her views about Islam and Muhammad, and eventually she became a Muslim.'

Tell the pupils this is what God wants us to do – if anyone is sick, a Muslim should visit them and care for them.

Ask pupils to discuss the story in detail. Ask:

- ▶ What was Prophet Muhammad ﷺ trying to show us?
- ▶ Should we respect people from other religions?

Pupils' Activity Sheet 2.1203:
Did You Know?

Activity 3: Did You Know?

Give out Pupils' Activity Sheet 2.1203 and ask pupils to read it in pairs/groups. Encourage them to add more facts about/ similarities between various religions.

C Plenary

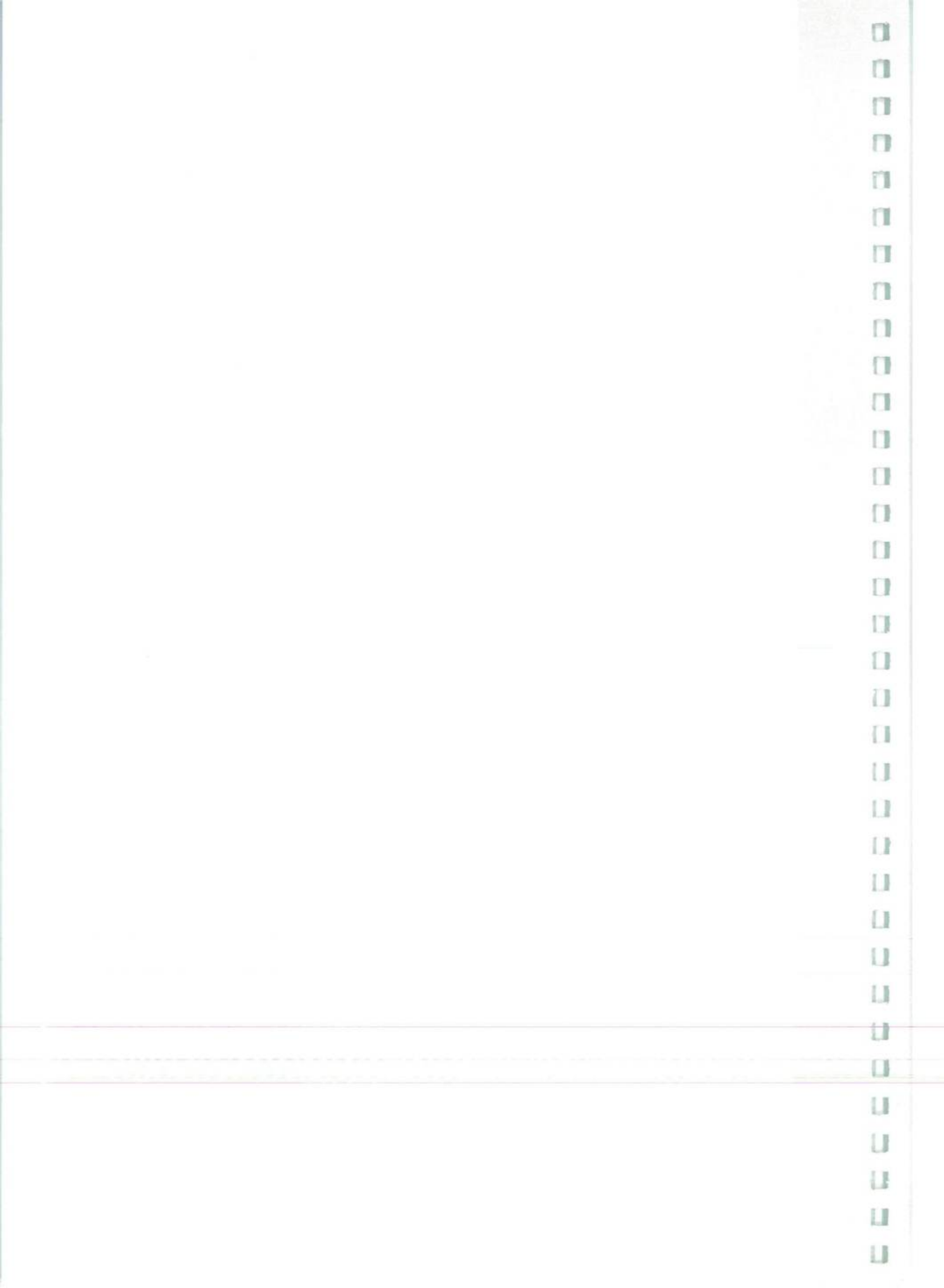
Explain that, just as Madinah was a multi-faith society, so too is the United Kingdom a multi-faith society that respects everyone's choice to live by and practise their religion.

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

Suggested Follow-up Work

Ask pupils to:

- ▶ find out five things that they have in common with another religion
- ▶ try to speak with someone of a different religion, and share some facts about their faith
- ▶ try to organise a visit to the mosque/madrasah or arrange for a guest to come in and speak about their religion.



Word Search

Name:

Class:

Madrasah:

Find the six major faiths – Christianity, Islam, Judaism, Hinduism, Sikhism and Buddhism – in the word search below.

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



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Symbols of World Religions



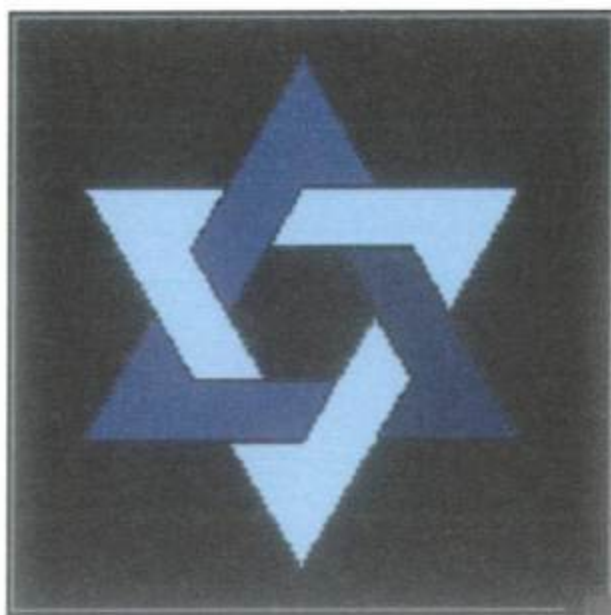
Symbols of World Religions



Symbols of World Religions



Symbols of World Religions



Did You Know?

Did you know that:

- ▶ Moses, Jesus, Joseph and Isaac are respected equally 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 respect to a Jewish funeral?
- ▶ People can have a meal (Langar) at any time of the day in a Sikh temple (Gurudwara)?
- ▶ 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 can trace their roots back to Prophet Ibrahim?

Suggested Duration: 60 minutes

Learning Objectives

- ▶ To understand that we can be Muslim and British
- ▶ To understand that Islam recognises different nations and tribes
- ▶ To understand that Islam teaches that no nation is better than another, but the best are those who are righteous

Key Words

- ▶ British, nation, nationality, righteousness, ummah

Islamic Values

Islam teaches us that different nations 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 respect for different nations and people's choice of religion.



Activities

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

A Starter Activity

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

Ask pupils to respond to the following questions in a few words:

- ▶ What does it mean to be a Muslim?
- ▶ What does it mean to be British?
- ▶ What does it mean to be a British Muslim?

Suggested answer: The pupils are likely to identify some of the following:

- ▶ Being a Muslim means praying, fasting, performing pilgrimage, giving charity, being honest, being kind.
- ▶ Being British means respecting and obeying the law, accepting differences or simply, they might say, being born/living in Britain.
- ▶ Being a British Muslim means you are allowed to practise your religion. You can be a good British citizen and a good Muslim. Some pupils might also see themselves as English, Scottish, Welsh, Irish, Pakistani, Indian, Bangladeshi, Somali, Iraqi, and so on.

The key here is to stress the fact that they can be proud of their family heritage and still be a part of British society.

Discuss the opinions with the class.

B Development

Activity 1: Islamic Guidance

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

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)

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

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 and speak, and their cultures) is one of the miracles of God.

Activity 2: A Story from the Sirah

Tell pupils the following story.

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

Pupils' Activity Sheet 2.1301:
Prophet Muhammad's ﷺ Circle
of Friends

A Story from the Sirah

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 using trenches as a defensive strategy, so in the Battle of Khandaq trenches were used. This shows that the Prophet ﷺ welcomed ideas from people who were from different nations.

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

'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 in religion or the same as you in creation.'
(Nahjul-Balagah)

Activity 3: The Rainbow Colours of Islam

Show a picture of a rainbow (if you cannot photocopy/print in colour, ask pupils to think of one). Ask pupils: What is beautiful about the rainbow?

Suggested answer: The rainbow is made up of different colours yet they complement each other. Stress that, as Muslims belong to various nations and countries, they are like the colours of a rainbow, they complement each other, and they make one Muslim ummah.

Question: Does anybody know which country is called the 'Rainbow Nation' and why?

Suggested answer: South Africa is called the 'Rainbow Nation' because it has people of different colours, backgrounds and faiths living and working together as one nation. Nelson Mandela was the person who gave this name to the people of South Africa.

Question: Ask pupils if they think Britain is also a rainbow nation.

Suggested answer: Yes, as we have people from various faiths and backgrounds who speak many languages. All these features make us a rainbow nation.

Pupils' Activity Sheet 2.1302:
Picture of a Rainbow

C Plenary

Recap the lesson and stress the following points:

- ▶ Islam recognises different races, tribes and nations.
- ▶ In Britain you can be Muslim **and** British.
- ▶ Prophet Muhammad ﷺ had companions (Sahabah) from various nations.
- ▶ We should respect differences in people.
- ▶ People in Britain are like the different colours of a rainbow.

Suggested Follow-up Work

Ask pupils to speak to three people (members of their family or friends) and find out three things that they like about being British.

Prophet Muhammad's ﷺ Circle of Friends

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.

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



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M (B)



Picture of a Rainbow



Volunteering and Giving Charity

Suggested Duration: 60 minutes

Key Stage 2

Learning Objective

- ▶ To understand that both Islam and citizenship teach us to volunteer and give charity

Key Words

- ▶ Charity, volunteering, sadaqah

Islamic Values

Islam promotes giving charity, helping others and volunteering.

Citizenship Values

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



Activities

Ask some quick questions to recap the last lesson.

Share the lesson objective.

A Starter Activity

Tell pupils that you need help with something. Ask: Who would like to come forward and volunteer? Hopefully, several pupils will come forward even though they do not know what the task is.

Praise those who came forward.

Ask the pupils who came forward what they thought the task was going to be. Something difficult or easy?

Ask the pupils if they should have enquired about what they were volunteering for.

Emphasise that it is good to offer help and volunteer, but you should know what you are volunteering for.

B Development

Activity 1: Charities in the UK

Ask pupils to name as many charities as they can. List all the suggestions on the board/paper and highlight those that are run by Muslims. Stress that we should help humanity, regardless of people's faith or background.

Activity 2: Help Needed?

Using Pupils' Activity Sheet 2.1401, ask pupils, in smaller groups, to decide what they can and will do to help each person in the different situations.

Remind pupils that we have learned that as Muslims we have a duty to help whoever we can, locally, nationally or internationally. We all have to do our bit to help those who don't have what we do.

Give pupils fifteen minutes to decide how they are going to help and then ten minutes for feedback.

Remind pupils of their Islamic duty to help people and be charitable through the references on the next page.

Pupils' Activity Sheet 2.1401:
Help Needed?



Help Needed?

For each of the situations, decide in your groups what you can and will do to help. Be ready to share your ideas with the class.

- 1 Young boy with no shoes.
- 2 Old lady trying to cross the road with some shopping.
- 3 Charity van parked outside the mosque and people filling it with clothes.
- 4 Homeless person sleeping on the streets.
- 5 Teacher tidying up.
- 6 Dad cleaning the kitchen.
- 7 Friend who is stuck on his reading.
- 8 Very sick child who has not eaten for many days.
- 9 People helping after an earthquake.



Homework Sheet

Task:

Using the table below make a log or diary of all the things you did to help somebody and the charity you gave. Remember charity in Islam is not just about giving money!

Name:

Madrasah/Organisation:

My week of helping

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Active Citizenship

Key Stage 2

Suggested Duration: 60 minutes

Lesson Objectives

- ▶ To understand the nature of active citizenship
- ▶ To learn that active citizenship is part of the Islamic way of life

Key Words

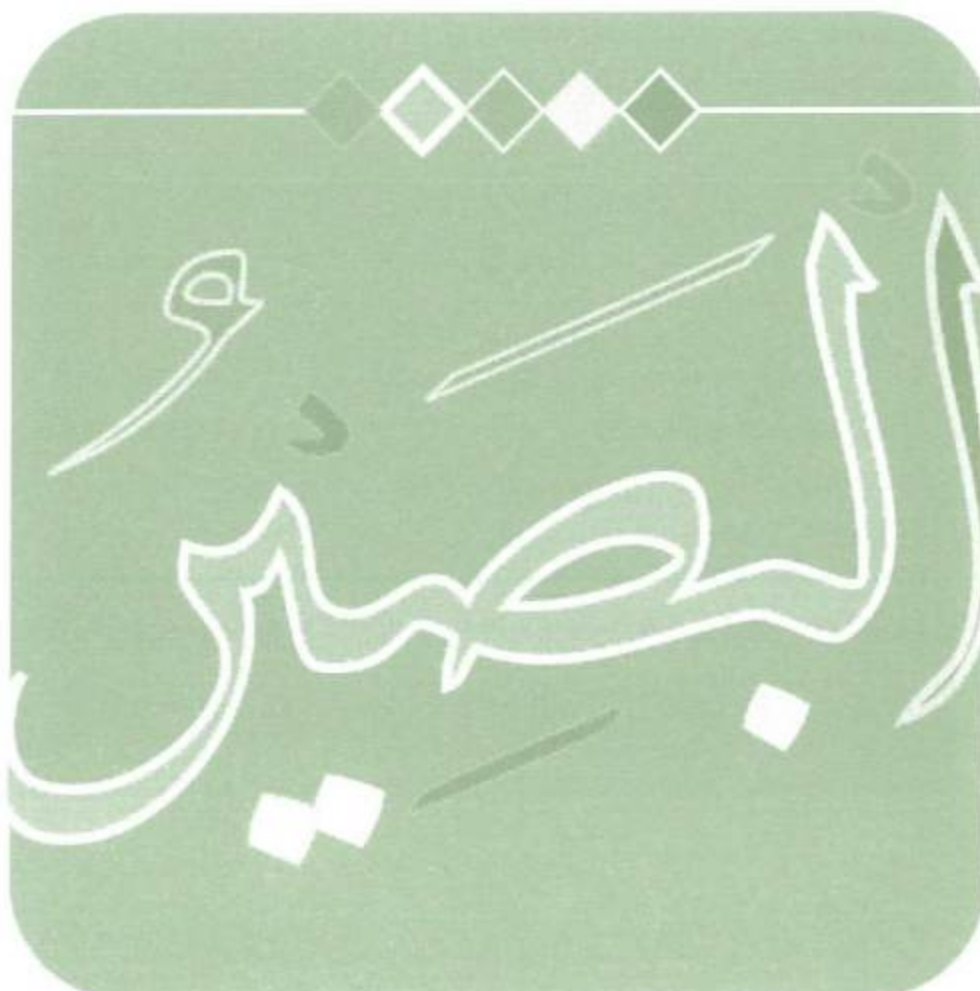
- ▶ Active citizenship, community, participation, engagement

Islamic Values

Islam encourages us to be active in bringing positive change to the community in which we live.

Citizenship Values

Citizenship encourages us to be an active member of the community.



Activities

Ask some quick questions to recap the last lesson.

Share the lesson objectives.

A Starter Activity

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

Ask pupils, in small groups, to list five good things they have done to help people in their school, home or community. Take feedback.

Now ask which of these activities they were told to do and which they decided to do themselves. Take feedback.

Explain that, if they have taken action to help people in their community or school, they are an active citizen.

Explain that the opposite of an active citizen is somebody who does nothing about issues affecting their community. Prophet Muhammad ﷺ was very clear in telling us to help people, especially if things were going wrong.

B Development

Activity 1: Appropriate Actions

Prophet Muhammad ﷺ said '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)

Ask pupils what they think it means to change something with their hands or with their tongue. What does it mean to dislike in our heart when we see something wrong?

Emphasise that, although it is our duty to change 'evil' with our hands, we should not break the law of the country we live in.

We should bear in mind the safety of others and ourselves.

Using Pupils' Activity Sheet 2.1501, ask pupils to fill in the blank columns with appropriate actions – for example, stop bad things with their hand or tongue, or disagree within their heart.

Pupils' Activity Sheet 2.1501: Appropriate Actions (This Activity Sheet has been provided courtesy of IHNA.)

Activity 2: Islamic Guidance

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

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى
الْإِثْمِ وَالْعُدْوَانِ

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

[Surat al-Ma'idah 5:2]

Question: What messages do we get from this verse?

Suggested answer: We should help each other in good deeds and should not help each other in wrong deeds.

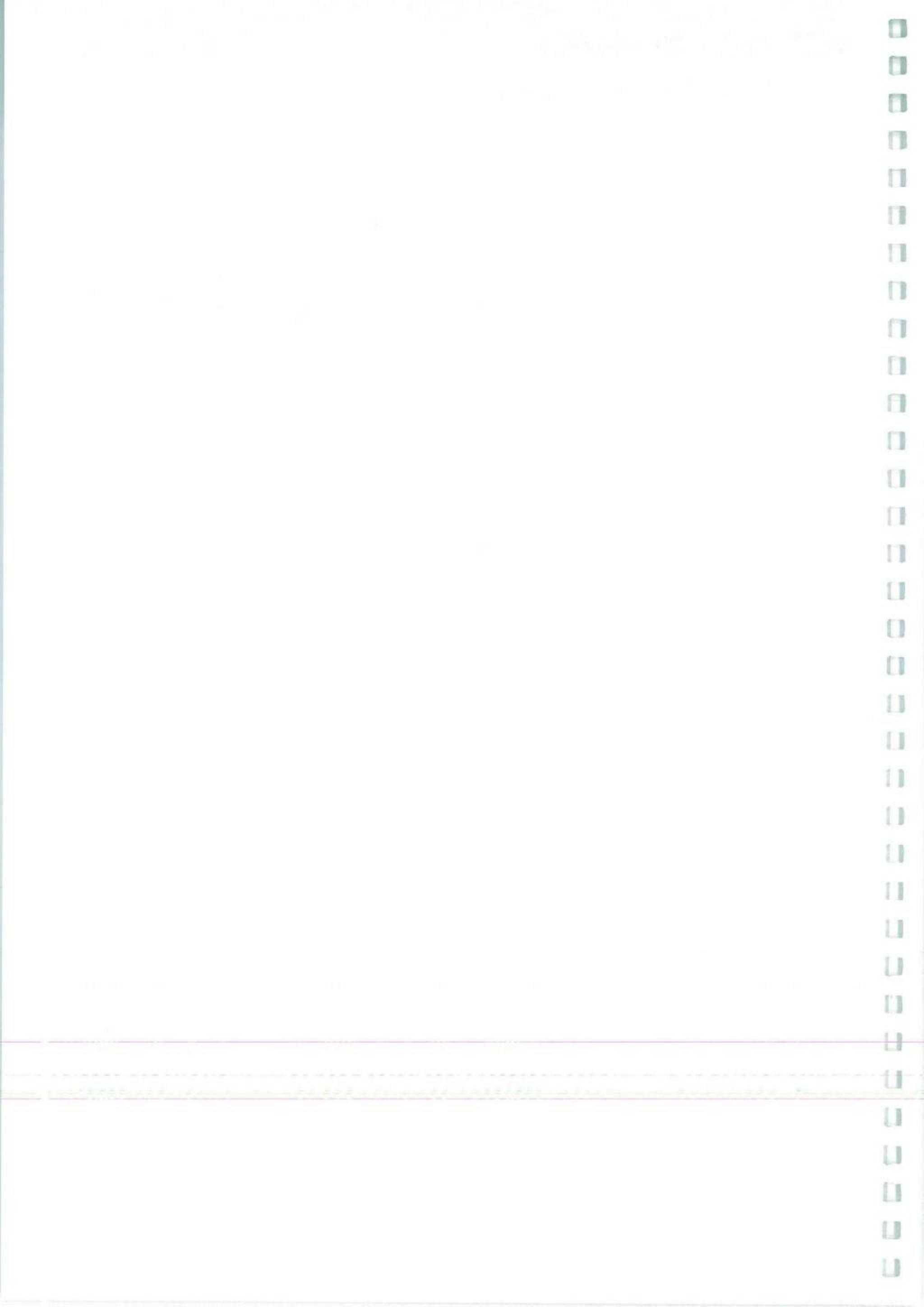
Explain that we have a duty to the whole of society to do good deeds, to help each other, and to make positive changes wherever we can. This will help make our community a better place to live in, insha'Allah.

Appropriate Actions

For the following 'bad actions', decide what would be the best response. Give reasons for your choice.

Bad Action	Hand	Tongue	Heart
You see lots of litter on the street near the local church.			
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.			





Suggested Duration: 60 minutes

Lesson Objective

- ▶ To learn that as Muslims and as citizens we have a responsibility for the environment

Key Words

- ▶ Environment, litter, recycling, protect, natural disasters

Islamic Values

Islam teaches us that it is our duty to protect our environment as these resources are gifts and amanah from God.

Citizenship Values

Citizenship teaches us to protect the environment locally and globally, now and in the future.

SDSA

School Development
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KARIMIA

M (B)

I&CE
Islam & Citizenship
EDUCATION



Activities

Ask some quick questions to recap the last lesson.

Share the lesson objectives.

A Starter Activity

Ask for a volunteer to look after your watch/pen, or something that is valuable to you. (You will come back to this at the end of the lesson to explain the idea of amanah.)

Ask pupils what we mean by 'the environment'.

Take feedback and stress 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 would happen if they did not tidy up their room/house. What would happen if their classrooms were not clean and tidy? Now explain that as a nation it is our responsibility to ensure the environment around us is protected.

B Development

Activity 1: Global Warming

Ask pupils what 'global warming' means and why global warming is such an important issue for the whole world.

Suggested answer: 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 areas and moving to other safer areas.

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 walking, cycling and using public transport instead of our cars. We can: turn off taps to save water; switch off lights when not needed; and use our heating systems more efficiently. We should always recycle waste, where possible.

Question: Ask pupils to list ways in which they recycle at home and school.



Activity 2: Islamic Guidance

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

وَاللَّهُ أَنْزَلَ مِنَ السَّمَاءِ مَاءً فَأَحْيَا بِهِ الْأَرْضَ
بَعْدَ مَوْتِهَا إِنَّ فِي ذَلِكَ لَآيَةً لِقَوْمٍ 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 An-Nahal 16:65]

Question: What is the meaning of a 'lifeless earth'?

Suggested answer: The lifeless earth means 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, not being wasteful, keeping our canals, rivers and seas clean.

'He who wastes is not one of us.' (Abu Dawnd, 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.

'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 and Muslim)

Activity 3: Drawing

Split the class into small groups and give out a copy of Pupils' Activity Sheet 2.1601 to each group.

Ask each group to draw a perfect playground, keeping in mind the responsibility of protecting the environment. They must work as a group to decide what the perfect playground should look like, and how they ensure safety and cleanliness. Ask them to:

- ▶ decide among themselves who would lead the group
- ▶ work together and discuss what kind of perfect playground they would like to have
- ▶ draw a playground – don't worry, the drawing does not have to be perfect (do not forget to label your drawings)
- ▶ ensure that the playground stays clean and safe.

Allow around fifteen minutes for the above task. Ask the class then to feed back what they have managed to do in their groups.

Share ideas around environment protection and why it is important for our future.

Pupils' Activity Sheet 2.1601:
Playground Drawing

C Plenary

Tell pupils: We have learnt that protecting the environment is our religious duty.

Ask for your watch/personal item back from the person you gave it to at the start of the lesson. Ask the pupil how they felt while in possession of the teacher's valuable item. Responsible? Privileged? Worried? Why?

Suggest it was perhaps because they knew they had to return it to the owner.

Explain this is the idea of 'amanah' (something entrusted in your care) in Islam. Just as the volunteer had the teacher's possession on trust, we have the earth as a gift and trust from God. Just as you would make sure that the item entrusted into your care by the teacher was looked after, protected and returned back safely to its owner, we must do the same for the world and this process can start from our own streets, back yards, town centres, and so on.

Suggested Follow-up Work

Ask pupils to start a campaign – 'Litter free zone' – for a local area (their street, park, school playground) that is known to be heavily polluted with litter and fly tipping, and so on.

Tell pupils to design a poster and then (if you can facilitate this) to get in touch with the local councillor and explain that they want to organise a campaign to clean up the local environment.

Playground Drawing

Draw a perfect playground, keeping in mind the responsibility of protecting the environment.



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Changing Lives Through Learning



M (B)





Diversity within Islam

Key Stage 2

Suggested Duration: 60 minutes

Lesson Objectives

- ▶ To learn that Muslims respect all other Muslims regardless of the group they belong to
- ▶ To understand that Islam encourages us to celebrate similarities and respect differences

Key Words

- ▶ Differences, similarities, diversity, ummah

Islamic Values

Islam teaches us to respect all Muslims, regardless of their group and background.

Citizenship Values

Citizenship values diversity and encourages respect for values and opinions of all groups.



Activities

Ask some quick questions to recap the last lesson.

Share the lesson objectives.

A Starter Activity

Ask pupils :

- ▶ Are all Christian groups the same?
- ▶ Are all Hindu groups the same?
- ▶ Are all Sikh groups the same?
- ▶ Are all Muslim groups the same?

Emphasise **no**, and explain that there are various groups in all religions, but they all share the common beliefs of their own faith.

B Development

Activity 1: Mosques

Remind pupils that in previous lessons we have focused on respecting other people and other faiths, but what about our own Muslim community?

Ask pupils if we should have the same kind of respect for other Muslims who are different to us. Take feedback. Then:

- ▶ Give pupils three minutes to list all the mosques they are aware of in their town/city/area.
- ▶ Compile a collective list on the board/paper.
- ▶ Ask pupils if they know why it is important to have so many mosques.

Give time for some discussion. Allow pupils to say what they feel about 'other' Muslim groups, but ensure they challenge any disrespect.

Take feedback and explain that we should remember that the purpose of all of these mosques is to pray in them and that they are all houses of God. Therefore, we should respect all mosques and respect all those who attend them.

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]

Emphasise that in this verse the Qur'an tells us that when two groups of believers disagree on something they should maintain good relations. Also mention that this verse refers to both genders.

وَاعْتَصِمُوا بِحَبْلِ اللَّهِ جَمِيعًا وَلَا تَفَرَّقُوا

'Hold on strong to the Rope of God all together and do not be divided...' [Surat Al-Imran 3:103]

Question: What is meant by the 'rope of God'?

Suggested answer: Here 'hold on strong to the rope' means hold on to the message of God and path of God. We might have some differences between us, but these must not divide us. Our core beliefs about God are the same.

'The Muslims (the ummah) are like the limbs of a person, where if the eye hurts then the whole body feels pain and if the head hurts then the whole body feels pain.' (Muslim)

Question: What did Prophet Muhammad ﷺ mean by 'My ummah is like one body'?

Suggested answer: Explain that if one part of the body hurts then the whole body becomes uncomfortable. For example, if you have a headache you cannot rest or sleep properly. Similarly, a toothache or backache affects your whole body. If one group of Muslims is in trouble we should all feel their pain and should help other Muslims.

Tell pupils the following story.

A Moral Story

'Once upon a time there was an old man who had five sons. He gave each of his sons a different sized stick and asked them to break the stick. Each of the five brothers did this task very easily. Then the old man gave them another stick each and asked them to tie all the new sticks together. He passed the bundle of sticks round and asked each of them to break the bundle.'

Questions: What happened next? (They were not able to break the bundle.) Why?

Then read the remainder of the story.

'This time it was not possible to break the sticks because, together as a bundle, the sticks were much stronger. The old man was very pleased; he told his sons to imagine they were the sticks themselves. He explained to them: See, when you tried to break one stick it was easy because it was alone, but when they were together the sticks were much stronger and harder to break.'

Pupils' Activity Sheet 2.1701:
A Moral Story

Question: What do we learn from this story?

Suggested answer: All Muslims should unite and get along with one another and unite as one ummah, even though they may be from different groups. When Muslims are united, they are stronger.

C Plenary

Tell pupils that today we have learnt that:

- ▶ There are various groups in Islam, like 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, especially when we disagree.
- ▶ All mosques are houses of God and we should respect them and those who attend them.

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

Suggested Follow-up Work

Ask pupils to talk to their parents/carers and find out the similarities between various Muslim groups.

A Moral Story

'Once upon a time there was an old man who had five sons. He gave each of his sons a different sized stick and asked them to break the stick. Each of the five brothers did this task very easily. Then the old man gave them another stick each and asked them to tie all the new sticks together. He passed the bundle of sticks round and asked each of them to break the bundle.

'This time it was not possible to break the sticks because, together as a bundle, the sticks were much stronger. The old man was very pleased; he told his sons to imagine they were the sticks themselves. He explained to them: "See, when you tried to break one stick it was easy because it was alone, but when they were together the sticks were much stronger and harder to break."



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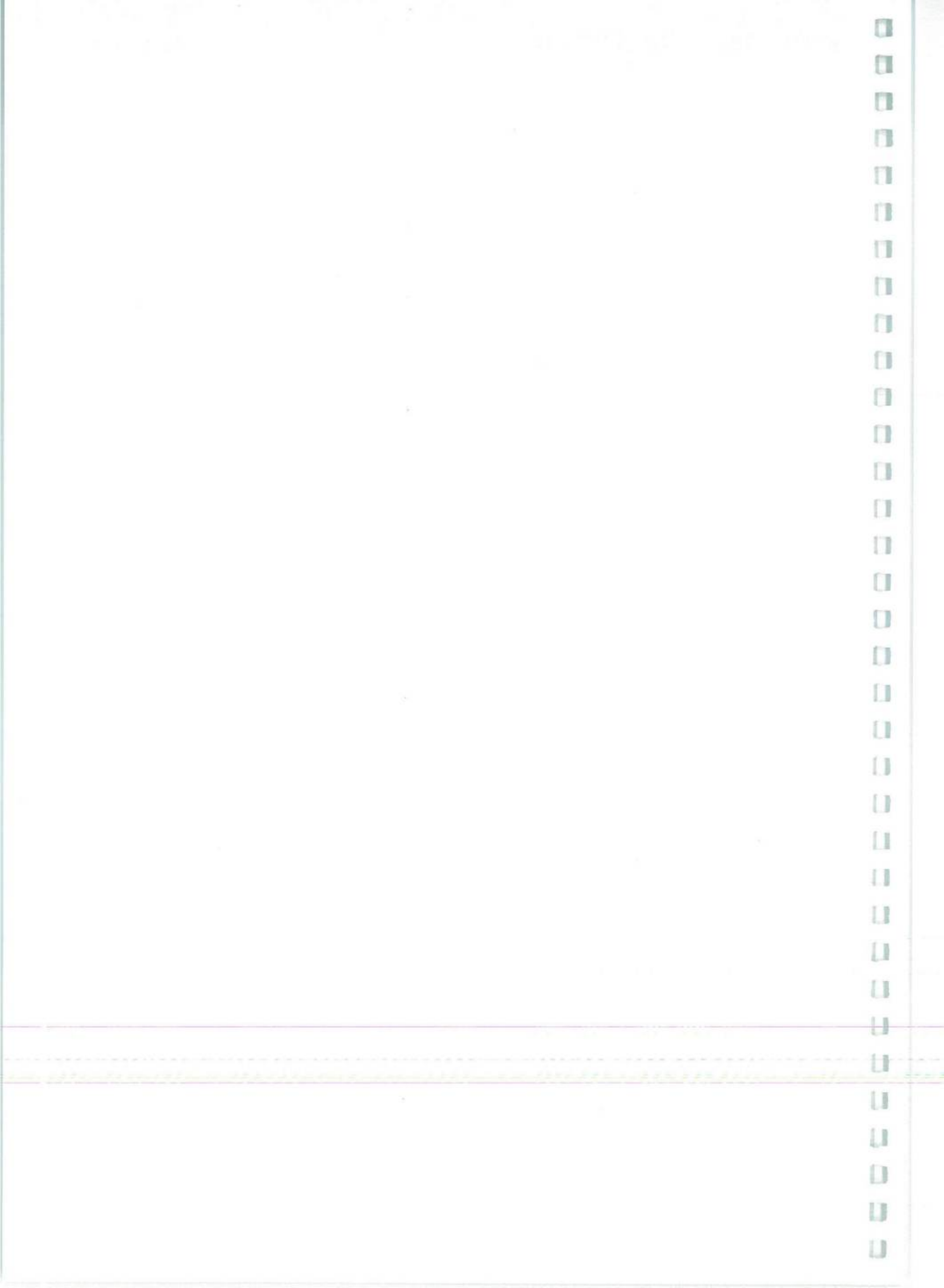
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M (B)





Equality Issues: Role of Men and Women

Suggested Duration: 60 minutes

Learning Objectives

- ▶ To understand what Islam says about the role of men and women in the modern world
- ▶ To learn that men and women are equal citizens

Key Words

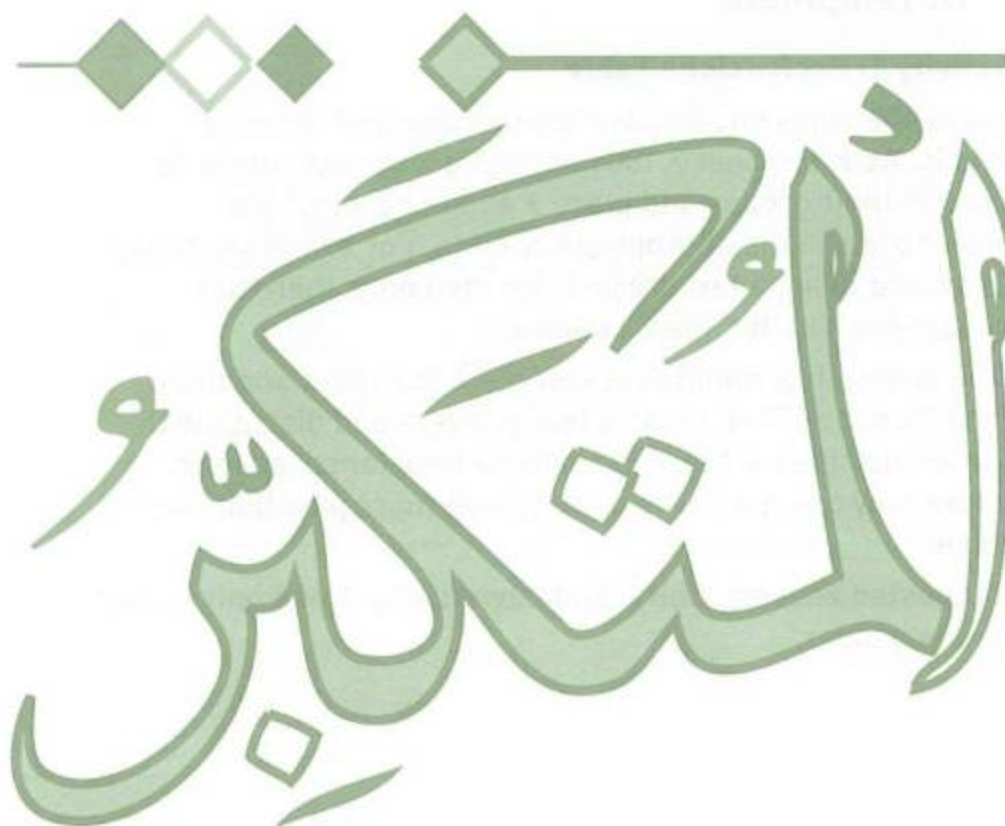
- ▶ Equality, gender, complement

Islamic Values

Islam teaches us that we should respect men and women equally. It also tells us that both genders can have some specific roles in this world and that they complement each other.

Citizenship Values

All citizens are equal in British law.



Activities

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

A Starter Activity

Read out the following statements and ask pupils to guess who you are describing:

- ▶ I never believed in or worshipped idols.
- ▶ I was one of the richest among the Arabs.
- ▶ My door was never closed to the poor.
- ▶ I became so rich by the time I was 40 that I retired and led a comfortable life in my home.
- ▶ I carried out business trading in various parts of the world.
- ▶ People used to come to me for business advice.

Ask pupils to think whether this person could be a man or a woman.

If children cannot guess the exact person tell them this was the respected Khadija رضى الله عنه Prophet Muhammad's ﷺ wife.

Now ask pupils to guess who this person is:

- ▶ I mend my own clothes and shoes when I need to.
- ▶ I wash dishes and prepare food.
- ▶ I look after my children.
- ▶ I visit my neighbours and ask how they are.
- ▶ I visit the sick and pray for their health.
- ▶ I play games with my family especially at `Id time.
- ▶ I give children rides on my back.
- ▶ I cried when my children died.

Allow time for the pupils to discuss who this person could be. They should guess that this is Prophet Muhammad ﷺ.

Pick up on a few qualities from both descriptions and discuss in detail – for example: should a man cook and look after children? Can women run businesses?

B Development

Activity 1: Professions Table

Divide the class into smaller groups and give a copy of Pupils' Activity Sheet 2.1801 to each group. Ask pupils to work in their groups and place X against each of the professions in the appropriate column. For example, if they think that being a taxi driver is for men only, then they should put X in the 'men' column.

Give them a few minutes to complete the sheet and then take feedback. Pick up on a few answers and discuss with the whole class. If there is a gender imbalance, ask the pupils why one gender is undertaking more jobs than the other.

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

Pupils' Activity Sheet 2.1801:
Professions Table

Activity 2: Class Survey

Ask pupils to speak to five different students in their class and complete Pupils' Activity Sheet 2.1802. The purpose of this survey is to find out how household chores are divided within their homes.

For example, if someone asked five pupils who does the ironing in their house and three said it's a female (mum/sister, and so on), one said a male (dad/brother, and so on) and one said it is shared by both a female and male, then you put 3, 1 and 1, as shown in the first row of the activity sheet.

After they have finished the survey, pupils should total each column to complete the results section of the sheet.

Take feedback and add up the whole-class results on the board, or you may prefer to use one of the survey sheets.

The result might be that the chores are generally divided by gender.

Discuss the results with the whole class and stress that all family members have to play their part actively in order for things to run efficiently in any household. Explain that both men and women have to play their role in the community for the benefit of the whole society.

Make it clear that men and women can have different roles, but this does not mean that one is more important than the other – they are both sharing the responsibilities equally.

Resources

Pupils' Activity Sheet 2.1802:
Class Survey

Activity 3: Islamic Guidance

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

هُنَّ لِبَاسٌ لَكُمْ وَأَنْتُمْ لِبَاسٌ لَهُنَّ

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

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 protect each other.

Question: Why do we wear clothes?

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

C Plenary

Read the following statements and ask pupils to stand up if they agree or remain seated if they disagree:

- ▶ 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 army.
- ▶ 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.

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

Take feedback.

Suggested Follow-up Work

Ask pupils to speak to their parents and other adults (family members and friends) to find out their views on the different roles of men and women in Islam, for example:

- ▶ Do they think that it is right for women to run a business? If not, then why not?
- ▶ Should men help with household duties? If so, why? If not, why not?
- ▶ Can women become leaders? If not, why not?

Professions Table

Please add other professions to the list as appropriate

Profession	Men	Women
Teacher		
Nurse		
Solicitor/lawyer		
Bus driver		
Imam		
Fire fighter		
Taxi driver		
Cook		
Builder		
Football manager		



Class Survey

Speak to at least five pupils in your class and ask them who does each of the following chores in their household.

For example, if you asked five pupils who does ironing in their house and three said female (mum/sister etc), one said male (dad/brother etc) and one said it is shared by both female and male, then you put 3, 1 and 1 as shown in the first row.

Household chore	Who does the job?		
	Mum/other females	Dad/other males	Both
Ironing	3	1	1
Sewing			
Cooking			
Gardening			
Cleaning			
Vacuuming			
DIY			
Cleaning the car			
Taking the bins out			
Shopping			
Results			
Total number of jobs done by females			
Total number of jobs done by males			
Total number of jobs done by both			

Dealing with Racism and Bullying

Suggested Duration: 60 minutes

Learning Objectives

- ▶ To understand what racism is
- ▶ To understand how racism is different from bullying
- ▶ To understand that Islam condemns all forms of racism and teaches equality for all humanity

Key Words

- ▶ Equality, racism, prejudice, discrimination, stereotype

Islamic Values

Islam accepts that it is God's design to make everyone different. Islam encourages us to accept all differences regardless of race, and excellence is solely based upon your love for God and righteousness.

Citizenship Values

Citizens do not discriminate against people because of their differences. These differences can arise between people because of a number of factors, including culture, ethnicity, race, religion, gender and disability.



Activities

Ask some quick questions to recap the last lesson.

Share the lesson objectives.

A Starter Activity

Ask pupils to find a person in their class who they do not know very well. They should talk to them and discover three important things about them and vice versa. Take feedback.

Emphasise that the point of this exercise is to get to know each other, to move away from their normal comfort zones, and to speak to someone that they may not have spoken to before. Often racism is caused because people do not know anything about the other person. They sometimes form bad ideas of the other because they have never spent any time with them or their families. This lack of knowledge is ignorance and can lead to hatred. One of the ways of combating racism is to get to know each other. In Islam this is called 'ta'aruf' (as introduced by the IHNA Education Programme, developed by Building Bridges Pendle).

Ask pupils if they have friends who are from different cultures, religions and backgrounds. Do they treat them any differently to friends from their own community? Take feedback.

B Development

Activity 1: Racism, Bullying or Ignorance

Ask pupils:

- ▶ Have you experienced bullying? Give some examples.
- ▶ Have you ever bullied anybody? Why did you do this?

Explain what bullying is, using the following definitions:

Bullying is when someone keeps doing or saying things to have power over another person. Some of the ways people bully others are by: calling them names; saying or writing nasty things about them; leaving them out of activities; not talking to them; threatening them; making them feel uncomfortable or scared; taking or damaging their things; hitting or kicking them; or making them do things they don't want to do.

If you dislike someone on the basis of their colour and background, then this is called 'racism'.

Activity 2: Different Scenarios

Ask pupils to read each of following scenarios and complete Pupils' Activity Sheet 2.1901. They should identify if each of the scenarios is racism, bullying or ignorance.

Scenarios

- 1 You are in a store and the assistant, who is of a different colour to you, ignores you when you ask for help. What could be the reason for this and what would you do?
- 2 In the playground you are being picked on by a child who is calling you names, some of which refer to your weight and height. What could be the reason for this and what would you do?
- 3 You ask the canteen/dinner lady if the food is halal and she tells you to eat whatever there is and stop being fussy. What could be the reason for this and what would you do?
- 4 In your school a non-Muslim argues that he is better than a Muslim. What could be the reason for this and what would you do?

Take feedback.

Pupils' Activity Sheet 2.1901:
Racism, Bullying and Ignorance

Explain to the pupils that there are many reasons why people sometimes behave in this way. For example:

- ▶ lack of understanding
- ▶ lack of confidence
- ▶ fear of getting to know someone new
- ▶ dislike on the basis of skin colour
- ▶ dislike on the basis of religion.

Take feedback and stress that racism and bullying are two different things.

Activity 3: Islamic Guidance

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

يَا أَيُّهَا الَّذِينَ آمَنُوا لَا يَسْخَرُ قَوْمٌ مِّنْ قَوْمٍ
عَسَىٰ أَن يَكُونُوا خَيْرًا مِّنْهُمْ

'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 could they be better than you?

Suggested answer: Perhaps others have better manners, are more honest or are more righteous.

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

'He who has, in his heart, a grain of arrogance will not enter Jannah. Someone asked '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)

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

C Plenary

Ask pupils how we can prevent or stop racism and bullying.

Take quick feedback and emphasise:

- ▶ Speak out; if you say nothing, others may think you agree.
- ▶ Speak to people you trust and ask for help and remember that being a victim of bullying is **not** your fault.

Ask some of the following questions to recap the lesson:

- ▶ Can I be nasty to someone because they are different to me?
- ▶ Why is bullying wrong?
- ▶ What is racism and why is it wrong?
- ▶ What did Islam say about who are the best people?
- ▶ What is ta'aruf?

Reiterate that Islam condemns **all** forms of racism and teaches equality.

Take whole-class feedback.

Suggested Follow-up Work

Ask pupils to create a poster saying 'No to racism!'



Racism, Bullying and Ignorance

Scenario	Racism	Bullying	Ignorance	Action
You are in a store and the assistant, who is of a different colour to you, ignores you when you ask for help. What could be the reason for this and what would you do?				
In the playground you are being picked on by a child who is calling you names, some of which refer to your weight and height. What could be the reason for this and what would you do?				
You ask the canteen/dinner lady if the food is halal and she tells you to eat whatever there is and stop being fussy. What could be the reason for this and what would you do?				
In your school a non-Muslim argues that he is better than a Muslim. What could be the reason for this and what would you do?				



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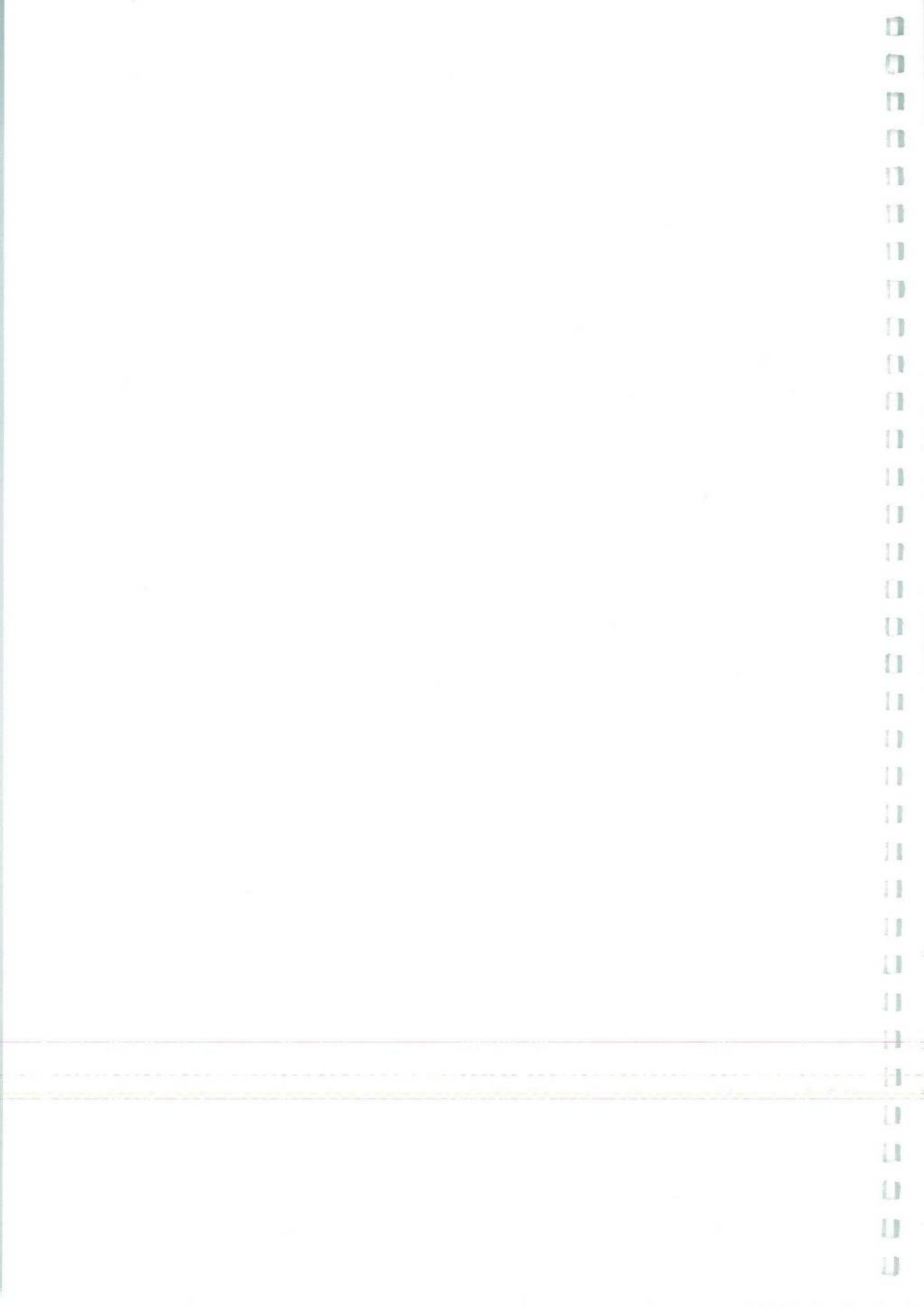


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M (B)





Rights and Responsibilities

Suggested Duration: 60 minutes

Key Stage 2

Learning Objective

- ▶ To learn and understand the rights and responsibilities of individuals in society

Key Words

- ▶ Rights, responsibilities, community, individual

Islamic Values

Islam teaches us to claim what is rightfully ours and to fulfil our responsibilities to others.

Citizenship Values

Good citizens would claim their rights and also carry out their responsibilities.



Resources

Pupils' Activity Sheet 2.2001(a):
Pupils' Rights and
Responsibilities in School

Pupils' Activity Sheet 2.2001(b):
Pupils' Rights and
Responsibilities in Madrasah

Pupils' Activity Sheet 2.2002:
Rights and Responsibilities in
School and Madrasah

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, 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.

Ask pupils to list five rights they think that they have in the UK. Take feedback.

Explain that 'responsibilities' are those things that you should do, the things for which you are responsible. So, for example, you have a responsibility to do your homework, to respect your parents and to pray five times a day.

Ask pupils to list five things that they are responsible for. Take feedback.

Explain that having individual rights means that you also have to take on some responsibilities.

B Development

Activity 1: Rights and Responsibilities

Split the class into two groups and give one of the following activities to each of the groups.

Group 1: You are all headteachers of a new school. What rights will you give to your students in the school to ensure that the school runs successfully? What responsibilities will you give to your pupils. Use Pupils' Activity Sheet 2.2001(a) to list these rights and responsibilities.

Group 2: You are all headteachers of a new madrasah. What rights will you give to your students in the madrasah in order for this to run successfully? What responsibilities will you give to your pupils? Use Pupils' Activity Sheet 2.2001(b) to list these rights and responsibilities.

Take feedback and discuss a few comments.

Give out Pupils' Activity Sheet 2.2002 and discuss their rights and responsibilities in school and Madrasah.

Activity 2: Islamic Guidance

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

يَا أَيُّهَا الَّذِينَ آمَنُوا كُونُوا قَوَّامِينَ لِلَّهِ شُهَدَاءَ
بِالْقِسْطِ وَلَا يَجْرِمَنَّكُمْ شَنَاَنُ قَوْمٍ عَلَى الْإِ
تْدِلُوا أَعْدِلُوا 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)

Question: What is our duty to others and what is fair dealing?

Suggested answer: Treat others fairly and justly. We should treat others the way we would like to be treated ourselves. We must fulfil our responsibilities to others honestly.

C Plenary

Read the following statements and ask pupils to identify if each is their 'right' or 'responsibility'.

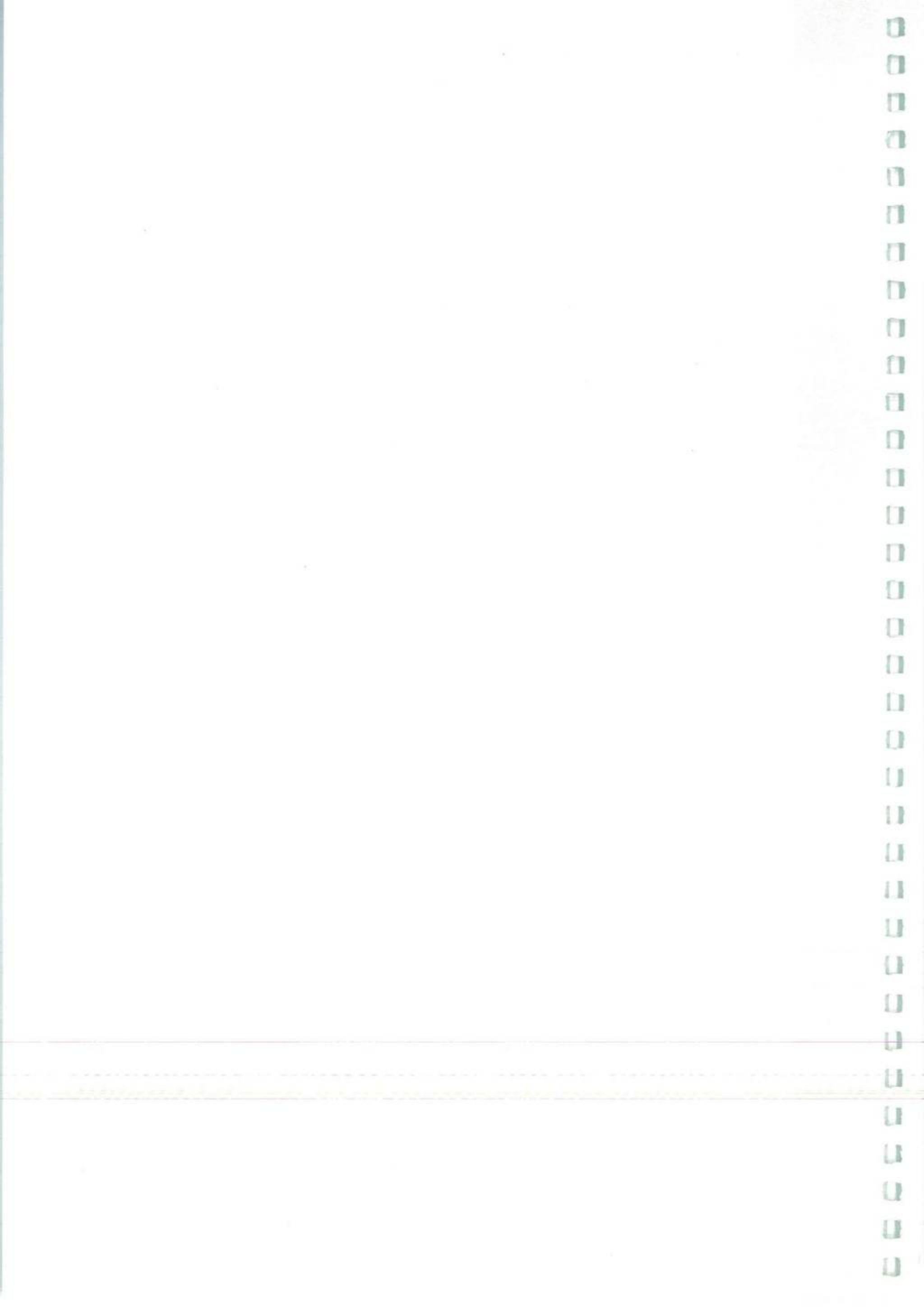
- ▶ To receive medical treatment in hospital (Right)
- ▶ To respect public property (Responsibility)
- ▶ To share your computer/games with your sister/brother (Responsibility)
- ▶ To be taught how to pray properly (Right)
- ▶ To be educated (Right)
- ▶ To vote (when 18) (Right/Responsibility)
- ▶ To respect the law of the country (Responsibility)
- ▶ Not to harm others (Responsibility)
- ▶ Not to be harmed by others (Right)

Ask pupils to discuss which of the two is more important – the right or the responsibility.

Take feedback and sum up that rights go hand in hand with responsibility.

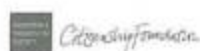
Suggested Follow-up Work

Ask pupils to talk to their parents about what they think their rights and responsibilities are. They should list at least five rights and five responsibilities they have at home or in the community.



Pupils' Rights and Responsibilities in School

Rights	Responsibilities



Pupils' Rights and Responsibilities in Madrasah

Rights	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.

Resources

Pupils' Activity Sheet 2.2101:
Taking Responsible Decisions

Activities

Ask some quick questions to recap the last lesson.

Share the lesson objectives

A Starter Activity

Give pupils some random choices and ask them to give their responses, either by raising their hand or by standing up. For example, you can ask:

- ▶ Is pizza better than fish and chips?
- ▶ Should we study in the classroom or go to the park and study there?
- ▶ Should you go to school in the car with your mum/dad or walk with your friends?

Tell pupils that they have just made some decisions, but did they have enough information to make those decisions? Stress that if we collect information and think carefully before making a decision, then it is called an 'informed decision'. When you act on something after gathering and verifying information then it is called 'taking responsible action'.

B Development

Activity 1: Making Decisions

Ask pupils to work in pairs and complete Pupils' Activity Sheet 2.2101, which contains various scenarios of decisions that a young person has to make.

Explain the activity to pupils by using a completed example on the worksheet. Allow time for pupils to complete the table and then take feedback.

Ask pupils: For each scenario, why was it a responsible action? Would they have done things differently?

Allow for flexibility and disagreements in this exercise. Remind pupils about the Islamic manners of dialogue.



Activity 2: Islamic Guidance

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

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)

Question: What did we learn from this verse?

Suggested answer: Here the Qur'an clearly says that the people who have knowledge and those who do not have knowledge are not equal. The Qur'an encourages us to seek knowledge.

Whenever we have to make a decision we should collect the right information, verify it and then make a decision. We collect information by talking to people of knowledge, reading books, journals, and so on.

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

[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 Al `Imran 3:159)

'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 Mâjah)

Explain that these three ahadith are encouraging Muslims to do research and questioning in order to find the truth. We should not stop learning and seeking new skills and knowledge at any age.

C Plenary

Emphasise that the Qur'an always encourages us to do the **right thing** – even if it goes against us. We should seek guidance from the Islamic principles when making decisions.

If you are unable to make a decision then you should ask those who have the right knowledge and skills. You may go to your parents and elders in the community.

Try reading for yourself when you are older – but read reliable sources only; not everything you find on the internet is true.

Sum up and stress that Islam:

- ▶ encourages us to make fully informed decisions and not to jump to make a decision based on desire or what we want for ourselves
- ▶ encourages us always to do the right thing and take responsible actions that are appropriate.

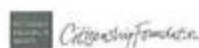
Use the Islamic principles (that is, talking to people of knowledge and skill, asking questions, reading appropriate books) as a guide for making the right decision.

Suggested Follow-up Work

Ask pupils to share one incident in which they changed their mind about something because they managed to get hold of the correct information.

Taking Responsible Decisions

Decisions	Good/Bad	Why?
When my mum told me to go to make up my bed and clean my room, I shouted back: 'No, I can't be bothered.'	Bad	The Qur'an tells us that we should always respect and obey our parents and never say or do anything to displease them. The Prophet ﷺ said: 'Paradise lies at the feet of mothers...' So we should always respect them and do as they say.
My friends called me late at night and asked me to meet them at the local chippy. I was alone so I decided to stay at home.		
At break-time I noticed a car drive towards the school fence and lots of people went to the car. I joined them along with the rest of my friends. They were talking about things I didn't understand.		
My parents are not very religious but they still want me to wear a head scarf. I decided not to wear it.		
My teacher wanted me to help him clean up an area in the madrasah and I said yes, but only if I get something in return!		



Resources

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 lessons 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

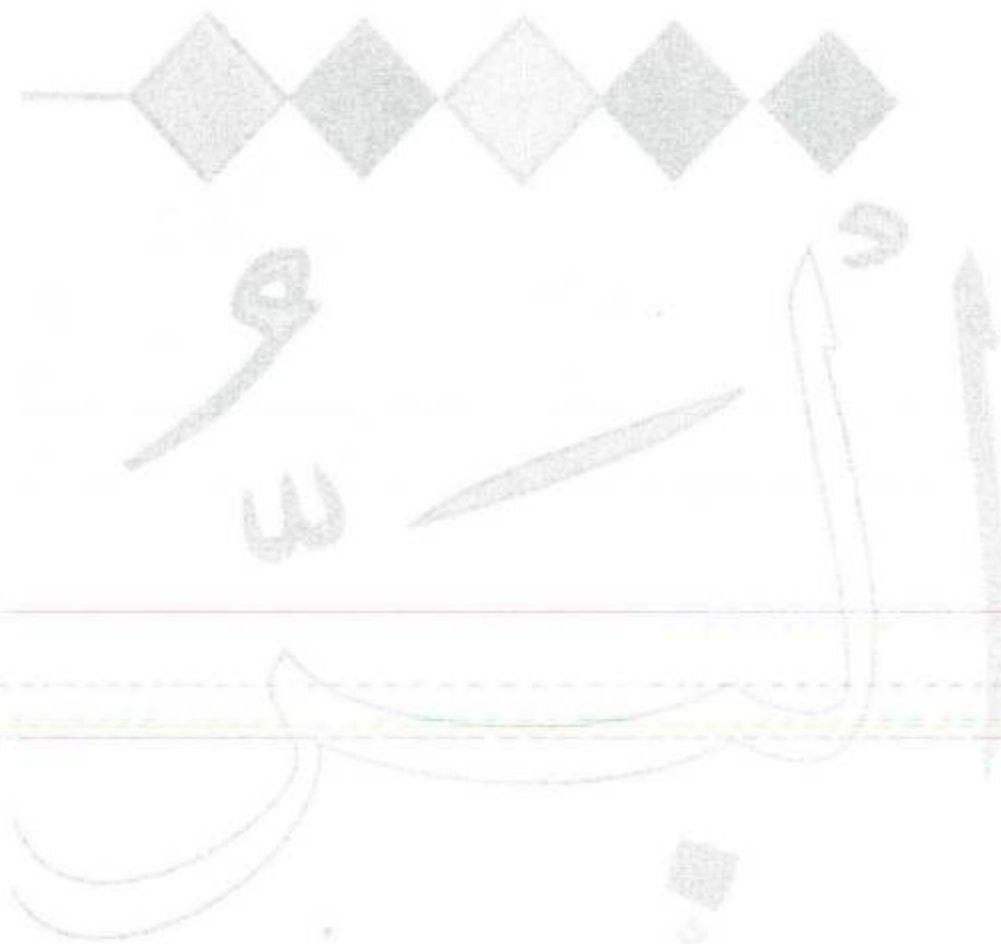
Activity 1: Qualities

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?

Pupils' Activity Sheet 2.2101:
Good Muslim, Good Citizen Table



Activity 2: Islamic Guidance

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 self interests, 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.

'None of you is a true believer until he likes for his brother what he likes for himself.' (Bukhari, Muslim)

'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)

Prophet Muhammad ﷺ said *'Indeed I have been sent to complete the best of characters.'* (Bukhari)

'The best of people are those that benefit others.' (Tabarani)

Questions: Can you give any examples of how you have benefited others? What is a perfect believer?

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.

Activity 3: Prophet Muhammad ﷺ as the Perfect Role Model

Ask pupils:

- ▶ Who do you look up to and why?
- ▶ If you wanted 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 who 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.

C Plenary

Recap the lesson by:

- ▶ stressing that there are many similarities between being a good Muslim and being a good citizen
- ▶ explaining that Prophet Muhammad ﷺ emphasised the importance of good character (akhlaq).

Take feedback.

If you have questions or concerns which you cannot answer, then please contact the ICE team via our website.

Suggested Follow-up Work

Ask pupils to talk to their brothers, sisters, parents, friends and other adults in the family about what they have learnt in the ICE project. Ask them who their role model is and why Prophet Muhammad ﷺ is the best role model for the whole world.

Good Muslim, Good Citizen Table

Using all the previous lessons, identify the qualities of a good citizen and then find the Islamic description that matches.

[illegible]

