

**SUGGESTED LESSON PLAN & TEACHING TIPS**

There should not be a time limit in teaching a particular topic to children. The teacher must be able to gauge whether what she has taught has been understood or not.

To encourage parental involvement sample Weekly Assignments have been included. Ideally they should have daily assignments relating to the work taught to the child in the week and taking into account all the events (Wiladats and Wafats in that week).

A few activities have been included but the teacher should endeavour to include one with every topic that is taught. This will enable the teacher to evaluate the understanding of the child.

There must be 5-10 minutes of each lesson dedicated to story time.

There is no better way of teaching Fiqh than through practical demonstrations. Perfection in actions, pronunciations - makharij and tajweed should be aimed at from a young age. Games like Suhail says .."Do Qiyam, Do Qunoot , Do Rukoo.....(similar to Simon says.....) are a perfect way of teaching. For pronunciation there is no better way than repetition.

If there is signs of boredom then the topic must be changed immediately and returned to at a later time or date.

The 'DAY IN THE LIFE OF A MUSLIM CHILD' must be adapted to the place of residence and a child's own timetable.

Finally, always treat a child as an individual and not a name on the register. Find time to talk to him/her. Find out what makes him/her 'tick'.

You'll notice that in every class there will be at least one child who may question everything you say. Don't silence him/her immediately for he/she may be the only one listening to you!!!

A quiet child is not necessarily a good child and neither is an 'active' child necessarily a daft child.

If homework is set it should take into account the children's ages and abilities. Most children of this age range cannot write essays and would prefer simple questions or worksheets.

**SUGGESTED TEACHING SCHEDULE**

These are sample lessons that may help the teacher plan her lesson.

If there is a Wiladat or Wafat in the week to come there must be a mention of that Ma'sum and a little talk on him/her. Explain the terms Wiladat and Wafat at the outset.

Explain how Wiladat is sometimes called KHUSHALI (coming from the Urdu and Farsi words Khushi - meaning happy and Haali - meaning occasion).

A summary of the occasions for each month with a suggested topic schedule is given at the outset, which can be incorporated with the lessons. Topics from other strategies should be incorporated within the Q Calendar schedule to provide a rounded cross-curricular lesson.

The sections on history will have to be varied according to the dates and therefore need not be in the sequence in the lessons.

In the month of Ramadhan or Muharram mention more about the occasions in the month. Special modules are prepared for these months.

If homework is given it must be backed by a small note to the parents for at this age children may forget and then get very distressed about it the following lesson. A 'message' book is advisable serving communication between parent and teacher.

**For Every Lesson**

1. Greet with As-Salaamu 'Alaykum and encourage the children to reply putting emphasis on the (n) in Alaykum.
2. Begin with Bismillah..... loudly and correctly encouraging the children to say it.
3. Recite Suratul Fatiha and Ikhlas.(Each day paying attention to a particular makharij and rule of tajweed)
4. Write the Islamic date on the board. The children may not know it but if this practise is continued every day they will get used to it.
5. Ask them what sort of a day it is - Is it rainy, sunny, cloudy ..... Ask them to say Alhamdulillah and say something good about each type of weather e.g. if it is cloudy there is shade, rain makes the plants grow, sun gives warmth ... In every weather, situation Alhamdu lillah... Maybe a chart with various weather pictures can be made by the children themselves and used.
6. End with Ziyara of the Ma'sumeen.

**Q CALENDAR SUGGESTED LESSON PLANS**

|                |        |  |
|----------------|--------|--|
| Muharram       | Week 1 | Overview of the life of Imam Husayn (pbuh) using the 'circle'.   |
|                | Week 2 | Events of the day of 'Ashura   |
|                | Week 3 | Overview of the life of Imam Zaynul Abideen (pbuh) and a story from his life   |
|                | Week 4 | Brief overview of the Shuhada of Karbala (As many as possible)   |
| Safar          | Week 1 | An overview of the journey of the prisoners of the Ahlubayt from Karbala to Kufa to Damascus to Madina                       |
|                | Week 2 | The role of Sayyida Zaynab (pbuh) in the establishment of the institution of majalis. Discuss the concept of majalis         |
|                | Week 3 | Arba'een and a look at Ziyara 'Ashura & 'Arbaeen   |
|                | Week 4 | A brief overview of the life of Rasulullah (pbuh) with stories from his life   |
| Rabi ul Awwal  | Week 1 | A brief overview of the life of Rasulullah (pbuh) with stories from his life   |
|                | Week 2 | Focus on the birthday celebration of Rasulullah (pbuh) & Imam Ja'fer As Sadiq (pbuh)   |
|                | Week 3 | Overview of the life of Imam Ja'fer As-Sadiq (pbuh) and a story from his life  |
|                | Week 4 | Timeline from Rasulullah (pbuh) to Imam Ja'fer As Sadiq (pbuh)   |
| Rabi ul Akher  | Week 1 |  |
|                | Week 2 | Overview of the life of Imam Hasan Askery (pbuh) and a story from his life   |
|                | Week 3 | Historical timeline from Imam Sadiq (pbuh) to Imam Hasan Al Askery (pbuh).   |
|                | Week 4 |  |
| Jamad ul Awwal | Week 1 | A look at the role of women in Islam and the birth of Sayyida Zaynab (pbuh) with a focus on her life                         |
|                | Week 2 | The role of Sayyida Zaynab (pbuh) in Karbala and thereafter in the court of Yazid.   |
|                | Week 3 | Salient points from Sayyida Zaynab's (pbuh) address to Yazid.  |
|                | Week 4 | Ayyame Fatimiyya – An overview of the life of Sayyida Fatima (pbuh) with a focus on the tasbeeh of Sayyida and Hadith Kisaa. |
| Jamad ul       | Week 1 | Salient points from the address of Sayyida Fatima Zahra  |

Q SCHOOL – LESSON PLANS FOR AGE 10 YEARS – YEAR 5

|          |        |  |
|----------|--------|--|
| Akher    |        | (pbuh)   |
|          | Week 2 | Celebration on the birth of Sayyida Fatima Zahra (pbuh) with a mention of her being the link being Nabuwwa and Imama   |
|          | Week 3 | A focus on the role of Sayyida Fatima Zahra (pbuh) as a daughter, wife, mother, community member, teacher, mentor....  |
|          | Week 4 | Introduce the month of Rajab - 10 occasions in this month – 4 sad and 6 happy. Discuss the Rajab dua   |
| Rajab    | Week 1 | Overview of the life of Imam Muhammad Al-Baqir (pbuh) and a story from his life  |
|          | Week 2 | .Imam Musa Al Kadhim (pbuh) was born in Safar and Safar is a sad month we celebrate his birthday on the 7 <sup>th</sup> of the 7 <sup>th</sup> month as he is the 7 <sup>th</sup> Imam. Overview of the life of Imam Musa Al Kadhim (pbuh) and a story from his life   |
|          | Week 3 | Celebration of the birth of Imam Ali (pbuh). List his qualities and how he was the most perfect student of Rasulullah (pbuh). Discuss the concept of Imama.  |
|          | Week 4 | <b>Me'raj/Yawmul Be'that</b> – Relate to Qur'anic ayaat – Suratu Bani Israil 17:1, and 1 <sup>st</sup> five ayaat of Suratul 'Alaq - Order of Salaa and it's importance, concept of the closer to Allah, the more the opening of the perceptions of the nafs.....<br>Importance of the months of Rajab, Sha'ban and the month of Ramadhan. |
| Sha'ban  | Week 1 | <b>Wiladats of Syyedush Shuhada (pbuh), Hazrat Abbas (pbuh), and Imam Zaynul Aabideen (pbuh)</b> – Concept of shahadat, loyalty, and 4 <sup>th</sup> Imam's tableegh through majlis, ibada, and Sahifatus Sajjadiyya. Explain concept of celebrating wiladat.....  |
|          | Week 2 | <b>Shab e Bara'a, Wiladat of Imam Al-'Asr (pbuh)</b> – Communication with him – Areeza, Dua..... Importance of Shabe Bara'a – reflecting on who I am? Where do I want to go? How do I get there? Contemparation on Suratu Yaseen...  |
|          | Week 3 | Imam e Zamana (pbuh) - Resposibilites during ghayba.   |
|          | Week 4 | Preparation for the month of Ramadhan – Sermon of the Prophet (pbuh)   |
| Ramadhan | Week 1 | Masails of Fasting<br>Sayyida Khadija (pbuh)   |

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|           |        |  |
|-----------|--------|--|
|           | Week 2 | Imam Hasan (pbuh)<br>Battle of Badr<br>Preparation for Laylatul Qadr   |
|           | Week 3 | Shahadat of Imam Ali (pbuh)<br>Laylatul Qadr   |
|           | Week 4 | Jumua'tul widaa<br>Eid ul Fitr   |
| Shawwal   | Week 1 | The three months of Shawwal, Dhulqa'da and Dhulhijja known as Ash'harul Hajj.<br>Discuss Ramadhan and what they gained from the month. Did they make any resolutions? Are they going to keep up the good habits and keep away from the bad habits?   |
|           | Week 2 | Imam Ja'fer As-Sadiq (pbuh)<br>Meaning of the word Eid & ref in Qur'an 5:114<br>Discuss festivals and celebrations – birthdays – wiladat of Ma'sumeen  |
|           | Week 3 | Take the students through the preparation for Hajj to the journey and rituals using Infants Hajj workbook  |
|           | Week 4 | Continue with preparations – looking at each one and discussing practical steps to ensure they are done.<br>History of Makka – All aspects of the Ka'ba <ul style="list-style-type: none"> <li>• First built by Prophet Adam (pbuh) – first person to do tawaf</li> <li>• Destroyed in the flood of Nuh (pbuh)</li> <li>• Rebuilt by P. Ibrahim &amp; Ismail (pbuh)</li> <li>• Placing of Hajarul Aswad by the Prophet (pbuh)</li> </ul> |
| Dhulqa'da | Week 1 | Knowing about the personalities that are buried in Makka and Madina – making a list and learning about them<br>Introduce Talbiyya and continue with memorisation of ayat of Qur'an connected to Hajj.<br>Discuss story of Sayyida Hajra when left on her own with the baby and Sa'ee   |
|           | Week 2 | Imam Ali Ridha (pbuh) <b>8</b>   |
|           | Week 3 | History of Madina and life of Rasulullah (pbuh), Sayyida Fatima (pbuh) and Aamma buried in Baqee (history of Baqee)<br>Discuss of concept of Hajj<br>Talk about Arafat, Muzdalifa & Mina.<br>In Arafa we have to think of all our enemies - Lying, being rude, shouting .....  |

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|           |        |  |
|-----------|--------|--|
|           |        | <p>In Muzdalifa we pick up the pebbles as weapons to hit at our enemies that we have now recognised. Ask them to make a list of 'their own' enemies* that they would like to attack. *ensure they have the right concept.</p> <p>In Mina we hit the jamarat but we are really hitting at the enemies within us .</p> <p>If there is time explain the concept of Ihram.</p>                                 |
|           | Week 4 | <p>Imam Muhammad Taqi (pbuh) <b>9</b></p> <p>Dahwul Ardh – celebration of “Earth Day”. Discuss responsibilities to the environment, e.g. wastage, recycling ...</p>  |
| Dhulhijja | Week 1 | <p>Virtual Hajj trip</p> <p>Imam Muhammad Baqir (pbuh) <b>5</b></p>  |
|           | Week 2 | <p>Imam Ali Naqi (pbuh) <b>10</b></p> <p>Focus on the Hajj and the importance of the day of ‘Arafa – knowing oneself</p> <p>Eid ul Hajj</p> <p>Discuss sacrifice (aya 3:92) &amp; Eid salaa</p>  |
|           | Week 3 | <p>Eid Ghadeer – memorisation of aya 5:67 and the sermon of the Prophet (pbuh) at Ghadeer. - 'Man kuntu mawlahu fahazha aliyyun mawlahu'.</p> <p>Explain that the Prophet (pbuh) built ISLAM to perfection just like the builders built the centre. The Aamma are like caretakers of ISLAM who look after it making sure it remains pure, just like we have to look after the centre to keep it going.</p> |
|           | Week 4 | <p>Eid Mubahila – Link with Hadith Kisaa 3:61</p> <p>Prophet Isa (pbuh)</p> <p>Look at Christian Muslim relations</p>  |

**SUGGESTED TEACHING SCHEDULE – Q CALENDAR – GREGORIAN CALENDAR**

|                 |  |
|-----------------|--|
| <p>June</p>     | <p><b>ST. VALENTINE’S DAY</b></p> <p>Discuss the 14th of February which in this country is Valentine's Day ♥. This was originally commemorating early Christian martyrs, many of whom were called Saint Valentine. It then became a day when people expressed their love to their loved ones.</p> <p>Associate with kindness and one aspect of kindness is to acknowledge those who are kind to us.</p> <p>Introduce the dua:<br/> “Rabbirhamhuma kamaa rabbaayaani sagheera”<br/> (Rabb show mercy (kindness) to both my parents as they were kind to me when I was little”</p> <p>Encourage it’s recitation in Qunoot stressing the importance of kindness to parents and acknowledging their kindness at all times...</p> <p>Relate stories of the Prophet’s kindness and his title in the Quran as RAHMATUL LIL AALEMEEN</p> |
| <p>March</p>    | <p><b>MOTHER’S DAY</b></p> <p>The country we live in celebrates Mothers Day on a Sunday in mid to late March.</p> <p>The early history of Mother's Day dates back to Persians, Greeks, and Romans. However, the recent History of Mother's Day is from England where a Mothering Sunday is observed. This is celebrated on 4th Sunday of Lent and is an annual celebration to pay honor to Virgin Mary.</p>  |
| <p>June</p>     | <p><b>FATHER’S DAY</b></p> <p>Emphasise the importance of respect to a father and the rights of a father as taught by Imam Ali Zaynul Abideen (pbuh) in Risalatul Huquq</p>  |
| <p>October</p>  | <p><b>HALLOWEEN (Holy Evening)</b></p> <p>Discuss the 31st of October, which in this country is Halloween. It is thought to have originated with the ancient Celtic festival of Samhain, when people would light bonfires and wear costumes to ward off roaming ghosts.</p> <p>In the eighth century, Pope Gregory III designated November 1 as a time to honour all saints and martyrs; the holiday, All Saints’ Day, incorporated some of the traditions of Samhain. The evening before was known as All Hallows’ Eve and later Halloween.</p> <p>Discussion on religion vs tradition and honouring of saints and martyrs as we do in our calendar events.</p>   |
| <p>December</p> | <p><b>CHRISTMAS</b></p> <p>Talk about the birth of Prophet Isa (pbuh), according to the Qur’an</p>   |

### **FURTHER DISCUSSIONS RELATING TO MOTHER'S DAY**

Although every day is Mother's day it's a good idea to use the opportunity of the birth of Sayyida Fatima to stress the importance of a Mother.

This conversation can be continued next week as well...

A person asked: "O' Prophet! Towards whom should I exhibit goodness and kindness?" The Prophet replied: "Towards your mother." The man then asked: "And after that towards whom?" The Prophet again said: "Your Mother." He asked again: "And then?" Once again, he replied: "Your mother." For the fourth time the man asked: "And then?" This time he said: "(Then towards) Your father." Biharul Anwar, Volume 74, Page 49

A person came to the Prophet (pbuh) and said: 'O' Prophet of Allah! I have committed every known evil act. Is there a chance that I may be forgiven?' The Prophet asked him: 'Are any of your parents still alive?' The man replied: 'My father.' He said to him: 'Go and be good and kind to him.' When he left, the Prophet said: 'If only his mother had been alive.'" Biharul Anwar, Volume 74, Page 82

NOTE: Before starting Saturdays lesson, if you have any children in your class who are without a mother that you make reference throughout the lesson to anyone who plays the mother's role - such as step mums, foster mums, grandmothers, aunts, and even single parent dads.

Discuss:

What is a mother? What does a mother do? What makes a mother special? Ask the children to each tell you what they love most about their mother. What do mother's do? Prompt a discussion about the importance of a mother's role within the family. Try to ensure that all of the children have some input.

Activity

Charades. Have each member of the class in turn mime one thing that a mum does.

### **MORE DISCUSSION THEMES**

A mother nurtures. What does nurture mean? Who else plays a nurturing role? Family? Professionals? In what way do these people care for us?



Q SCHOOL – LESSON PLANS FOR AGE 10 YEARS – YEAR 5

**YEAR 5 – 10 YEARS**

|              |  |
|--------------|--|
| QUR'AN CITY  | Memorisation cont...<br>Qur'an City quadrants.<br>Suggested Focus on Book Close - suwer 25, 96, 97 & 98  |
| A99          | Learning Asmaul Husna  |
| Q BELIEFS    | Concepts of Tawheed, Adala, Nabuwwa, Imama & Qiyama<br>Accountability  |
| Q LAWS       | Fiqh terminology<br>Tayammum,<br>Jabira Wudhoo<br>Qasr & Salatul Ayaat<br>Ta'qibat<br>Khums, Sawm  |
| Q ETHICS     | Gossip, slander and suspicion<br>Personal hygiene and tidiness, Social manners, Doing ones<br>best,<br>Linking worldly deeds to aakhira<br>Relevant current issues |
| Q LIFE       | Buloogh revisited<br>Haydh/Istihadha (girls) - intro<br>Process of life discussion built on – Birth to Death   |
| M 14         | Names & aspects from the lives of the<br>Ma'sumeen built on previous years   |
| Q PROPHETS   | Study of the life of Prophet Muhammad<br>(pbuh)<br>Study of the lives of Salman, Abu Dharr,<br>Miqdaad, Jabir & Bilal  |
| Q CALENDAR   | Recognising importance aspects of each month<br>Introduction to A'mal of Thursday and Friday   |
| Q PILGRIMAGE | Recitation of daily Ziyara<br>Benefits of visiting (Ziyara) of Ma'sumeen   |

**QSCHOOLS TEACHING SCHEDULE – YEAR 5 (9 – 10 YRS)**

**Combine with Schedule for Q Calendar**

| Week No. | Suggested teaching topics  |
|----------|--|
| 1        | <ul style="list-style-type: none"> <li>• Tawheed</li> <li>• Importance of learning</li> </ul>  |
| 2        | <ul style="list-style-type: none"> <li>• Lunar months – Important aspects</li> <li>• Tawheed.</li> <li>• Manners of a student</li> </ul>                 |
| 3        | <ul style="list-style-type: none"> <li>• Lunar months - moonsighting</li> <li>• Tawheed</li> <li>• Importance of a teacher</li> </ul>                    |
| 4        | <ul style="list-style-type: none"> <li>• Buloogh</li> <li>• Adala - Accountability</li> </ul>  |
| 5        | <ul style="list-style-type: none"> <li>• Buloogh</li> <li>• Nabuwwa</li> <li>• Adhan &amp; Iqama</li> </ul>  |
| 6        | <ul style="list-style-type: none"> <li>• Buloogh</li> <li>• Nabuwwa</li> <li>• Manners of talking</li> </ul>   |
| 7        | <ul style="list-style-type: none"> <li>• Taqleed</li> <li>• Imama</li> <li>• Anger management</li> </ul>   |
| 8        | <ul style="list-style-type: none"> <li>• Najasa &amp; tahara</li> <li>• Imama</li> <li>• Interfaith – Intro to others sects in Islam</li> </ul>          |
| 9        | <ul style="list-style-type: none"> <li>• Najasa &amp; Tahara – Personal hygiene</li> <li>• Interfaith – Discussions</li> <li>• Imama - Ziyara</li> </ul> |
| 10       | <ul style="list-style-type: none"> <li>• Wudhoo</li> <li>• Responsibility towards oneself – Risalatul Huquq</li> </ul>                                   |
| 11       | <ul style="list-style-type: none"> <li>• Jabira Wudhoo</li> <li>• Responsibility towards oneself – Risalatul Huquq</li> </ul>                            |
| 12       | <ul style="list-style-type: none"> <li>• Tayammum</li> <li>• Respect of others</li> </ul>  |
| 13       | <ul style="list-style-type: none"> <li>• Tayammum</li> <li>• Being Fair</li> <li>• Qiyama</li> </ul>   |
| 14       | <ul style="list-style-type: none"> <li>• Salaa</li> <li>• Qiyama</li> <li>• Dangers of social networking sites</li> </ul>                                |
| 15       | <ul style="list-style-type: none"> <li>• Salaa</li> <li>• Ghusl</li> <li>• Dangers of some computer games</li> </ul>                                     |
| 16       | <ul style="list-style-type: none"> <li>• Salaa</li> <li>• Explanation of Ziyara &amp; benefits of visitations</li> </ul>                                 |

Q SCHOOL – LESSON PLANS FOR AGE 10 YEARS – YEAR 5

|    |   |
|----|---|
|    | <ul style="list-style-type: none"> <li>• Importance of not wasting time</li> </ul>  |
| 17 | <ul style="list-style-type: none"> <li>• Salaa</li> <li>• Do not Abuse</li> <li>• Dress code - Hijab</li> </ul>   |
| 18 | <ul style="list-style-type: none"> <li>• Importance of good deeds</li> <li>• Salaa</li> <li>• Keeping a diary</li> </ul>  |
| 19 | <ul style="list-style-type: none"> <li>• Salaa</li> <li>• Time management – revolving around salaa times</li> </ul>   |
| 20 | <ul style="list-style-type: none"> <li>• Salaa</li> <li>• Doing their best at everything</li> <li>• Time management – revolving around important dates</li> </ul> |
| 21 | <ul style="list-style-type: none"> <li>• Salaa</li> <li>• Duas for Qunoot</li> <li>• Time management</li> </ul>   |
| 22 | <ul style="list-style-type: none"> <li>• Duas for Qunoot</li> <li>• Salaa</li> <li>• Importance of practicing knowledge</li> </ul>                                |
| 23 | <ul style="list-style-type: none"> <li>• Salaa</li> <li>• Duas for Qunoot</li> </ul>  |
| 24 | <ul style="list-style-type: none"> <li>• Respect of Parents</li> <li>• Duas for Qunoot</li> <li>• Salaa</li> </ul>  |
| 25 | <ul style="list-style-type: none"> <li>• Furu</li> <li>• Respect of neighbours</li> <li>• Revise eating manners - Halal &amp; Haram food</li> </ul>               |
| 26 | <ul style="list-style-type: none"> <li>• Haydh/Istihadha - girls</li> <li>• Duas for Qunoot</li> <li>• Furu - Khums</li> </ul>                                    |
| 27 | <ul style="list-style-type: none"> <li>• Fiqh terminology</li> <li>• Furu - Hajj</li> <li>• Ta'qibat</li> </ul>   |
| 28 | <ul style="list-style-type: none"> <li>• Fiqh terminology</li> <li>• Salaa &amp; Ta'qibat</li> <li>• Furu - Zakaat</li> </ul>                                     |
| 29 | <ul style="list-style-type: none"> <li>• Process of life - discussion</li> <li>• Sadaqa</li> <li>• Zakatul Fitr</li> <li>• Furu</li> </ul>                        |
| 30 | <ul style="list-style-type: none"> <li>• Process of life discussion</li> <li>• Recommended acts when a baby is born</li> <li>• Asmaul Husna</li> </ul>            |
| 31 | <ul style="list-style-type: none"> <li>• Asmaul Husna</li> <li>• Not to be wasteful</li> <li>• What to read when someone dies</li> </ul>                          |
| 32 | <ul style="list-style-type: none"> <li>• Asmaul Husna</li> <li>• Process of life discussion</li> </ul>  |
| 33 | <ul style="list-style-type: none"> <li>• Asmaul Husna</li> <li>• Process of life discussion</li> </ul>  |

Q SCHOOL – LESSON PLANS FOR AGE 10 YEARS – YEAR 5

|    |   |
|----|---|
|    | <ul style="list-style-type: none"> <li>• Time management – Suratul ‘Asr</li> </ul>  |
| 34 | <ul style="list-style-type: none"> <li>• Time management – Suratul ‘Asr</li> <li>• Asmaul Husna</li> <li>• Salaa</li> </ul>     |
| 35 | <ul style="list-style-type: none"> <li>• Self esteem</li> <li>• Asmaul Husna</li> <li>• Salaa</li> </ul>                        |
| 36 | <ul style="list-style-type: none"> <li>• Concept of Tawba</li> <li>• Asmaul Husna</li> </ul>                                    |
| 37 | <ul style="list-style-type: none"> <li>• Discuss importance of niyya before doing anything</li> <li>• Ziyara Waritha</li> </ul> |
| 38 | <ul style="list-style-type: none"> <li>• Revise concepts taught throughout the year</li> </ul>                                  |
| 39 | <ul style="list-style-type: none"> <li>• Revise topics covered throughout the year</li> </ul>                                   |
| 40 | <ul style="list-style-type: none"> <li>• Go over topics covered</li> </ul>  |

Q SCHOOL – LESSON PLANS FOR AGE 10 YEARS – YEAR 5

**SUGGESTED TEACHING METHODOLOGIES TO BE USED FOR AGE 8 YEARS TO 11 YEARS.**

**TOPICS CAN BE CHOSEN DEPENDING ON THE LEARNING OBJECTIVES FOR EACH AGE GROUP AND IN CONJUNCTION WITH CALENDAR EVENTS RELEVANT TO THE WEEK**

| Q BELIEFS | Key ideas  |
|-----------|--|
| Tawheed   | <p>First root of Religion – Purpose of roots</p> <ul style="list-style-type: none"> <li>• Story of Prophet Dawud in relation to strength</li> <li>• Suratul Ikhlas</li> <li>• Strength of Bilal</li> <li>•</li> </ul>  |
| Adala     | <p>Putting everything in its right place</p> <ul style="list-style-type: none"> <li>• Aya 18:49 – use to explain Adala</li> <li>• Allah created everything as a whole</li> <li>• He did not created 'evil' – definition of evil</li> <li>• Two other types of Adl mentioned in the Qur'an (Individual &amp; Social)</li> </ul> |
| Nabuwwa   | <p>Meaning of Nabuwwa</p> <ul style="list-style-type: none"> <li>• Discuss who is a nabi</li> <li>• Difference a nabi and rasul</li> <li>• Qualifications of a nabi</li> <li>• Miracles granted to Prophets</li> <li>• Responsibilities of a prophet</li> <li>• Overview of the life of Prophet (pbuh)</li> </ul>              |
| Imama     | <p>Concept of Imama / Ghadeer<br/>Names of Aimma</p>   |
| Qiyama    | <p>Concept of Qiyama<br/>Analogy – Report day at school</p>  |

| Q LAWS     | Key ideas   |
|------------|---|
| Taqleed    | <p>Basic concept</p>  |
| Furu       | <p>Discuss the basic concepts of each of the Furu</p> <ul style="list-style-type: none"> <li>• Introduce the use of the Risala</li> </ul> |
| Fiqh terms | <p>Introduction of terminology used in Fiqh, with meaning and example to use in daily life.</p>   |

Q SCHOOL – LESSON PLANS FOR AGE 10 YEARS – YEAR 5

| PRE-REQUISITES OF SALAA   | Key ideas  |
|---|--|
| <p>Najasa &amp; Tahara</p> <p>Introduction to Wudhu/Ghusl</p> <p>Qibla</p> <p>Place for Salaa</p> <p>Clothes for Salaa</p> <p>Times for Salaa</p> | <p>Introduce the terms</p> <p>Najasa – impure but not necessarily dirty</p> <p>Tahara – pure but not necessarily clean</p> <p>Two types of Najasa &amp; Tahara – Body and nafs</p> <p>How to make physical najasa tahir</p> <p>Manners and tahara in the toilet</p> <p>How to make the najasa of the nafs tahir</p> <ul style="list-style-type: none"> <li>• Wudhu</li> <li>• Ghusl</li> </ul> <p>Apart from pre-requisite for Salaa, other times when doing Wudhu/Ghusl is mustahab.</p> <p>Step by step actions of wudhu/ghusl</p> <ul style="list-style-type: none"> <li>• Jabira wudhu</li> <li>• Tayammum</li> </ul> <p>Revision of the pre-requisites</p> <p>Revision of the names of the five daily salaa and the number of rakaat in each</p> <ul style="list-style-type: none"> <li>• Brief detail of the times of each salaa using the sun as a guide</li> </ul> |

Q SCHOOL – LESSON PLANS FOR AGE 10 YEARS – YEAR 5

| SALAA         | Key ideas   |
|---------------|---|
| Adhan & Iqama | Revision<br><br>Recitation and meaning<br>Differences between the two<br>Simple philosophy of Adhan/Iqama   |
| Salaa         | Ensure actions and recitation perfected<br>Reinforce the understanding of why we pray<br><br>Duas for Qunoot<br><br>Ta'qibat <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Introduce Ta'qibat duas</li> <li>• Tasbee – Link with Sayyida Fatima (pbuh)</li> <li>• Asmaul Husna</li> </ul> |
| Other salawat | Sajda of thankfulness<br><br>Ziyara<br><br>Discuss things that invalidate salaa<br><br>Jama'a<br>Jumua'<br>Qasr<br>Ayat   |

Q SCHOOL – LESSON PLANS FOR AGE 10 YEARS – YEAR 5

| HAJJ                       | Key ideas   | Teaching Methodologies/<br>Possible activities  |
|----------------------------|---|---|
| Journey of a lifetime      |   |   |
| Ka'ba                      | A holy place  |   |
| Kiswa                      |   |   |
| Ihram                      |   |   |
| Niyya                      | All are equal before Allah  | What is equality?   |
| Clothes                    |   | What is inequality?   |
| Talbiyya                   | "Doubly at Your service"  | Examples. Role play.  |
| Tawaaf                     | Unity   |   |
| Sa'ee                      | The search  |   |
| Arafat                     | "And the Haj claims from you<br>your awareness that it is a<br>journey to your Lord and an<br>escape from your sins to Him" | Contemplate sins as 'enemies'<br>and plan a strategy - battle plan                                    |
| Stoning of Jamarat in Mina | The pillars represent forces of<br>evil. The pebbles -the lifelong<br>struggle against it.                                  | What is good? What is evil?<br>What about the grey areas?<br>Roleplay on how evil can be<br>overcome. |
| Sacrifice                  | The sacrifice of Prophet Ismail<br>(pbuh)<br>Suratul Kawthar  |   |



Q SCHOOL – LESSON PLANS FOR AGE 10 YEARS – YEAR 5

| Q LIFE  | Key ideas  |
|---------|--|
| Buloogh | <p>Introduction of general concept of Buloogh for girls using available resources – Baligha</p> <p>Gradual introduction &amp; discussion of Haydh &amp; Istihadha for girls.</p> <ul style="list-style-type: none"><li>• Introduce the use of Risala to identify the correct ruling and procedure for various situations that may arise.</li></ul> <p>Hijab</p> <p>Personal hygiene and tidiness</p> |