

**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

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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..... 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 Sayyida Khadija (pbuh)

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	Week 2	Imam Hasan (pbuh) Battle of Badr Preparation for Laylatul Qadr
	Week 3	Shahadat of Imam Ali (pbuh) Laylatul Qadr
	Week 4	Jumua'tul widaa Eid ul Fitr
Shawwal	Week 1	The three months of Shawwal, Dhulqa'da and Dhulhijja known as Ash'harul Hajj. 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) Meaning of the word Eid & ref in Qur'an 5:114 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. 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 Introduce Talbiyya and continue with memorisation of ayat of Qur'an connected to Hajj. 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) Discuss of concept of Hajj Talk about Arafat, Muzdalifa & Mina. In Arafat 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>                  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.                  Associate with kindness and one aspect of kindness is to acknowledge those who are kind to us.                  Introduce the dua:                  “Rabbirhamhuma kamaa rabbaayaani sagheera”                  (Rabb show mercy (kindness) to both my parents as they were kind to me when I was little”                  Encourage it’s recitation in Qunoot stressing the importance of kindness to parents and acknowledging their kindness at all times..                  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>                  The country we live in celebrates Mothers Day on a Sunday in mid to late March.                  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>                  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>                  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.                  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.                  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>                  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 6 YEARS – YEAR 1

**YEAR 1 – 6 YEARS**

QUR'AN CITY	Memorisation of Suratul Fatiha, Qadr, Kawthar, Asr & 4 Quls
A99	Learning Asmaul Husna
Q BELIEFS	Basic concepts of Tawheed, Adala, Nabuwwa, Imama & Qiyama
Q LAWS	Basics of Tahara & Najasa, Wudhoo, Learning salaa Ta'qibat
Q ETHICS	Lying/Honesty, Anger Manners of talking, Knowledge, Respect of parents & others Doing ones best Being fair, time management
Q LIFE	Process of life – Birth to death
M 14	Names of Ma'sumeen & one aspect (story) from their lives
Q PROPHETS	Yunus, Ibrahim, Sulayman & Muhammad (pbuh)
Q CALENDAR	Lunar months highlighting importance of calendar events e.g. Ashura, month of Ramadhan, Dhulhijja..... Importance of Friday
Q PILGRIMAGE	Recitation of daily Ziyara Identify images of Kaba, Masjidun Nabi & Masjidul Aqsa

**QSCHOOLS TEACHING SCHEDULE – YEAR 1 (5 – 6 YRS)**

**Combine with Infant Schedule for Q Calendar**

<b>Suggested teaching topics</b>	
<input type="checkbox"/> Introduce the class to each other <input type="checkbox"/> Kalima	<input type="checkbox"/> Introduce Usul as roots of religion
<input type="checkbox"/> Lunar months <input type="checkbox"/> Revision of wudhoo & 3 Rakats of salaa	<input type="checkbox"/> Kalima <input type="checkbox"/> Tawheed – One God
<input type="checkbox"/> The usage of terminology such as Bismillah... , Alhamdulillah...	<input type="checkbox"/> Lunar Months <input type="checkbox"/> Adala as God is fair
<input type="checkbox"/> Usage of terminology continued <input type="checkbox"/> Adhan & Iqama	<input type="checkbox"/> Adala – understanding of being fair (just) <input type="checkbox"/> Revision of 5 Asmaul Husna learnt
<input type="checkbox"/> Names of the Masumeen <input type="checkbox"/> Concept of Nabuwwa (Messengers, Teachers)	<input type="checkbox"/> Adhan & Iqama
<input type="checkbox"/> Go over the activities in their lives and associated manners <input type="checkbox"/> Nabuwwa and salawat on the last Prophet	<input type="checkbox"/> Toilet manners – going over the term najis <input type="checkbox"/> Introduction to Furu
<input type="checkbox"/> Najasa & Tahara <input type="checkbox"/> Imama – Story of Ghadeer <input type="checkbox"/> Manners of talking	<input type="checkbox"/> Introduction of a relevant Asmaul Husna
<input type="checkbox"/> Najasa & Tahara <input type="checkbox"/> Imama – Names of Aemma	<input type="checkbox"/> Lying/honesty <input type="checkbox"/> Continuing with the chosen Asmaul Husna and its usage as dua
<input type="checkbox"/> Najasa & Tahara <input type="checkbox"/> Anger <input type="checkbox"/> Furu discussion	<input type="checkbox"/> Ma'sumeen – Ziyara as salaam before the name of each Ma'sum
<input type="checkbox"/> Respect of parents	<input type="checkbox"/> Salaa & Sawm as the first two branches
<input type="checkbox"/> Respect of parents/grandparents	<input type="checkbox"/> Furu with a focus on Hajj
<input type="checkbox"/> Giving to the poor	<input type="checkbox"/> Furu with a focus on Zakaa & Khums as sharing
<input type="checkbox"/> Watching too much TV <input type="checkbox"/> Lunar month	<input type="checkbox"/> Furu with a focus on Jihad as trying our best to be good Muslims
<input type="checkbox"/> Importance of not wasting time <input type="checkbox"/> Wudhoo with mustahabat	<input type="checkbox"/> Introduce a new Asmaul Husna relevant to the lesson taught
<input type="checkbox"/> Revise the concept of najasa & tahara <input type="checkbox"/> Continuing with the chosen Asmaul Husna and its usage as dua	<input type="checkbox"/> Identifying images of Ka'ba ,Masjidun Nabi & Masjidul Aqsa and identifying Makka, Madina & Jerusalem.
<input type="checkbox"/> Terminology used to remember Allah all	<input type="checkbox"/> 3 rakat salaa with Qunoot

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the time	
<input type="checkbox"/> Importance of learning	<input type="checkbox"/> Introduce concept of Qiyama and accountability
<input type="checkbox"/> Names of the five daily salawat and times <input type="checkbox"/> Manners in the Classroom	<input type="checkbox"/> Accountability for ones actions discussed
<input type="checkbox"/> Names of five daily salawat & times relating to the sun	<input type="checkbox"/> Importance of a teacher <input type="checkbox"/> Accountability discussion
<input type="checkbox"/> Doing their best at everything	<input type="checkbox"/> Go over the Asmaul Husna learnt maybe as a rhyme
<input type="checkbox"/> Duas for Qunoot	<input type="checkbox"/> Go over names of Prophets learnt so far
<input type="checkbox"/> Dua for Qunoot <input type="checkbox"/> Names of Ma'sumeen	<input type="checkbox"/> Introduce a new Asmaul Husna relevant to the lesson taught
<input type="checkbox"/> Discuss manners learned to incorporate in daily life	<input type="checkbox"/> Duas for Qunoot <input type="checkbox"/> Continuin with the chosen Asmaul Husna and its usage as dua
<input type="checkbox"/> Respect of neighbours	<input type="checkbox"/> Names of daily salawat and no. of rakat in each
<input type="checkbox"/> Discuss difference between najjis and dirty	<input type="checkbox"/> Revise eating manners - Halal & Haram food
<input type="checkbox"/> Discuss Sadaqa and remind of Zakaa & Khums	<input type="checkbox"/> Test duas of Qunoot 2:201 and 17:24 re iterating importance of parents in dua
<input type="checkbox"/> Sharing <input type="checkbox"/> Duas for qunoot	<input type="checkbox"/> Ta'qibat – tasbee of Sayyida and the Asmaul Husna learnt
<input type="checkbox"/> Being a friend and what it means in School and Madrasa (Q School)	
<input type="checkbox"/> Behaviour as little ladies and gentlemen based on manners.	<input type="checkbox"/> Go over manners of talking
<input type="checkbox"/> Etiquettes of behaviour continued in all aspects of life	<input type="checkbox"/> Manners of sleeping
<input type="checkbox"/> Introduce a new Asmaul Husna relevant to the lesson taught	
<input type="checkbox"/> Build on identity (Who am I?) And responsibility to live one's identity	
<input type="checkbox"/> Discuss intention and its necessity before doing anything	
<input type="checkbox"/> Go over the activities in their day with emphasis on manners learnt	
<input type="checkbox"/> Revise wudhoo, 3 rakats salaa and duas for Qunoot & ta'qibat	
<input type="checkbox"/> Revise Ziyara and identification of Makka, Madina & Masjid ul Aqsa and position of Makka, Madina & Jeruselam on world map.	
<input type="checkbox"/> Revision Asmaul Husna learnt so far with their meanings and usage as duas	
<input type="checkbox"/> Class discussion on any issues that students wish to discuss	
<input type="checkbox"/> Revise topics covered throughout the year	
<input type="checkbox"/> Go over topics covered	

**SUGGESTED WEEKLY SCHEDULE TO BE USED FOR AGE 4 YEARS TO 7 YEARS.**

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

**Lesson 1**

1. Introduce the class to each other placing importance on the correct pronunciation of names. Ask the children to draw a picture of themselves and to write their names (they may need help) on the sheet.

2. Show them the correct way to say Takbeer - Allahu Akber (filling their mouth when saying Allah) and the position of standing and raising the hands to the ears making sure that the palms are facing Qibla. On the appropriate worksheet ask them to draw a cap on the boy because that is what he should wear if he wants more thawaabs while praying. Point out to the girls that they should be wearing a 'chadar' preferably white and it should cover ALL their hair.

3. End by reciting the first line of Kalima - La Ilaha Illallah... (Again making sure that the mouth is full when pronouncing Illallah and stressing the tashdeed on Illa).

**Lesson 2**

1. Ask about their homework and whether they found out who they were named after. You may get no answers or a variety of reasons. Do NOT ridicule any one. If possible find out the meaning of the names of those who do not know. It may be a formidable task but well worth the effort. For those names that may not be Islamic point it out to the child. For those who have brought an answer talk about each one.

2. Tell them of how before a child is born their mummy and papa call the baby Muhammad if it is a boy and Fatima if it is a girl. They then change those names if they want when their baby is born. So each one should aim to follow the ways of Prophet Muhammad (pbuh) (boys) and Bibi Fatima (pbuh) (girls).

Play a little game of follow the leader - tell them that Prophet Muhammad (pbuh) is our leader in faith and we do what he tells us.

3. Worksheet on Takbeer . Ask them to show the position of takbeer and to say takbeer again. Familiarise them with the term takbeer meaning Allahu Akber. Ask them to draw what the boy is looking at after pointing out that he should be looking at his turbat (sajdaga). If possible collage work should be done on the mohr (sticking sand on glue). Explain that a mohr is earth.

4. Repeat the first line of Kalima - tell the children Laa means No. Make them shake their heads.

**Lesson 3**

1. Tell the children the story 'The ring in the stomach of the fish'.

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Ask one or two children to repeat in their own words what you said. Do not rush them and prompt them. Make a chart to have a rota of who will relate the stories back every lesson (otherwise there tends to be the same children all the time).

2. Ask each one how old they are? Let them write their age. Talk about birthdays and how we grow every year.

3. Repeat the action and recitation of Takbeer. Using the worksheet on takbeer, tell them what you think the boy is thinking about. He is saying Allahu Akber which means Allah is greater than everything/everyone..... He may be thinking of all that Allah has made and how wonderful a Creator He is, maybe he is thinking that I am going to concentrate on my salaa because nothing is more important than Allah and it can wait.... Carry on the discussion continually repeating the meaning of Allahu Akber.

4. Repeat the first line of Kalima this time asking them to show to you with their fingers how many of them there is? Then endorsing one of each of them, one of Allah. Ask if they remember what Laa means? Repeat and include the word Ilaaha now saying it means God. Who is your God? MY God is Allah!!! Children at this age need an answer they can copy.

### Lesson 4

1. Remind the children about the story-'The ring in the stomach of the fish'. Ask them if they say Bismillah... before they do any thing /everything. Talk about all sorts of situations..... eating, drinking, writing... Make a list on the board of what they say... Ask if they could say Bismillah... before they took someone's things, or before they fought with someone..... Explain why not. Tell them the story of Shaitan\* -'Where will I live? Where will I eat? Where will I sleep?

\*Ask the children if they know who Shaitan is? Tell them about him.

2. Introduce the action of Qiyam in salaa. The position of the feet together for girls, a little apart for boys, looking at the mohr and palms on the thighs for boys and on the chest for girls. They must be very still.

3. Repeat the first line of Kalima - Can they remember how many of Allah??

### Lesson 5

1. Reiterate the importance of Bismillah...before anything.

2. Go over Qiyam and Takbeeratul Ihram again. You could play a game of Suhail says - Do Qiyam, say Bismillah..., Sit down, Stand up, Do Qiyam, Turn around.... etc. Putting the two actions of salaa with their terminology in between general actions.

4. Continue with the first line of Kalima talking of the wonderful creation of Allah. Tell them the story 'I cannot see Allah with my eyes'. Colour the appropriate worksheets.

### Lesson 6

1. Go over Takbeeratul Ihram and Qiyam. On the worksheet about Qiyam, ask the children to draw a cap and a turbat . Then ask them what the boy is doing wrong? His palm should be on his thigh and not on the side!!! Tell them to draw on the picture where a girl would put her hands. Draw on the side what she should be wearing... (It should cover her hair, body down to wrists and ankles.....)
2. Continue with the discussion and memorisation of the first line of Kalima and the story 'Allah is everywhere'.

### Lesson 7

1. Repeat the stories for importance of Bismillah before anything if necessary.
2. Introduce the position of Qunoot. The terminology of each action is important. Play a game of Suhail says with all three actions - Takbeeratul Ihram, and Qunoot. To start with ask them to ask Allah for what they want in their own language whilst doing the position of Qunoot. Nudge them in the direction of asking " O Allah! I want everything that You think is good for me "Tell them that you will teach the Arabic translation of that soon..
3. Continuing with Allah and the first line of Kalima.

### Lesson 8

1. Go over the position of Qunoot and in appropriate worksheet ask the children to colour whatever the boy was looking at. What did the position of Qunoot signify to them? Does it look like someone begging for something???? Tell them the aya they have learnt of Suratul Hamd (...Iyyaka nasta'een ... means We ask help ONLY FROM YOU - ALLAH) . Go over all three positions learnt with the right terminology. A game of 'dead lions' may be played - the children may move around but when you give the signal they must freeze in any one of the positions taught. Check the positions pointing out even minor detail. The child who wins with perfect position every time gets the whole class reciting a salawaat for him/her.
2. Introduce the second line of Kalima repeating the first. Introduce the Prophet (pbuh) and salawaat to be said after his name all the time. Tell the story of What made you believe in Allah? Do collage work on appropriate worksheets.

### Lesson 9

1. For Usage of Bismillah... tell the story 'STOP'
2. Introduce Rukoo. Show the difference between a boy and a girl. The boys feet must be slightly apart, the girls together; they must both be looking between their feet ; the boy must bend at 90 degrees and the girl at 45 degrees. Teach the zhikr of Rukoo paying attention to correct pronunciation.

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On the worksheet on rukoo, mark with a big X where the boy is looking. Ask whether a glass of water would spill if placed on a boy's back? What would happen if it were on a girl's back??

3. Talk about the Prophet (pbuh). Explain how Allah has made us. Things we buy like a computer, toys... come with an instruction booklet to make sure it works correctly. Allah too sent instructions through His messengers to teach us how we work best. Talk of messages - Play a game of Chinese whispers (ask a child in the front to pass a message you have whispered to him/her to the next child and so on... The messages came from Allah like that through a special angel called Jibrail to the Prophet (pbuh) Explain terminology of rasul meaning messenger. Discuss the importance of passing the message just as it was told... Here you can introduce talking about telling the truth..

Continue with the memorisation of the first two lines of Kalima repeating the explanations of the previous lessons.

### Lesson 10

1. Talk about their whole day. Write down on the board what they do in a whole day from waking up to going to bed prompting and helping them. Discuss the akhlaq of waking up. Go over the phrase "Alhamdu lillah wallahu akber"

Talk about salaam.

2. Go back to the action of rukoo and it's zhikr. Insist on total perfection in recitation and the action - pointing out that they must not move and be still when they are reciting the zhikr.

On the worksheet on rukoo, ask the children to colour the picture.

3. Re-iterate the two lines of Kalima and talk of the birth of Prophet Muhammad (pbuh and tell them the story -'What happened on the 17th of Rabi ul Awwal?'

### Lesson 11

1. Ask whether they said "Alhamdu lillahi wallahu akber" when they got up. Did they greet their parents with salaam? Did they think about the angels who look after them and write down everything they do? It is like they have a secret video camera where everything is recorded. If we say sorry and correct our naughtiness and promise to try our best not to do it then they rub it off ....

2. Introduce Sijda. Make sure that all 7 parts of the body that are to touch the ground do so. Insist on palms being flat and only tips of toes touching. Point out that there must not be anything between the 'turbat' (sajdaga) and their foreheads. Point out differences between a boy and girl. The girls have to tuck their arms in and the boys with their arms out. If possible the nose must touch the ground . If they can they may use another 'turbat' - sajdaga for the nose. On the worksheet on sajda, they can colour the parts which must touch the ground during sajda. Talk about Imam Zainul Abedeen (pbuh) who did so many sajadaat that the skin on his knees and forehead had become hard. Had they seen people with marks of sajda on their forehead? Tell them to observe!! Recite the zhikr of rukoo and sajda pointing out the difference.

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3. Repeat the first two lines of Kalima. Go over the concept of one God. Repeat the fact that Prophet Muhammad (pbuh) was a messenger. Discuss the poem Only You!

### Lesson 12

1. Talk about waking up again and if they are all familiar with the rules then give them a star-merit mark for every day on which they applied the manners. Trust in their answers of having done them saying that you know they are telling the truth because they are Muslims who know that Allah is everywhere and is watching and there are also two angels writing down everything that they are doing.

Move to manners of visiting the toilet. Tell them Allah is so Kind that He gives us instructions for everything. Insist on the pouring of water twice, better still thrice. If they go to the toilet in school or a place where there is no water then they must at least dry themselves thoroughly with toilet paper and come home and wash themselves and change their underclothes. If there are droplets of urine on the seat they must not just wipe it around with a tissue but ask mummy to help wash the seat with water thrice.

2. Play the game Suhail says with all the actions they have learnt. On the worksheet on sajda, ask them what the boy is doing wrong if anything. Are his tips of toes touching? If they are then they must put a tick near it. Is his forehead on the 'mohr'? If it isn't then they must draw a mohr. Are his knees on the ground? A tick for that. Are his palms flat on the ground near his head? A tick or a large X. It is better for his nose to touch the ground and better still a 'mohr'. Let them draw one under his nose as well.

3. Reiterate the first two lines of Kalima. Allah sent lots and lots of messengers - 124,000. The last of them was Prophet Muhammad (pbuh) The first was Prophet Adam (pbuh). Tell them the first aspect of the story of Prophet Adam (pbuh)- Achoo!!!

Talk of how they must say Alhamdulillah before they sneeze just like Prophet Adam (pbuh) did.

### Lesson 13

1. Go over the manners of the toilet and see if they remember what to do. How many times do you wash? What do you say when you see the water? Who gave us water? Work your way from the tap, water company, river, rain, clouds...-ALLAH. Introducing the word NAJIS. Mention the things that are NAJIS. Explain how we cannot pray if we have anything NAJIS on our clothes and bodies. Refer to worksheet on najasat. (It must not be confused with dirty).

2. Play a game of Suhail says with all the actions of salaa learnt. Repeat the zhikr of rukoo and sajda. Introduce the fact that they will recite Suratul Hamd when they are in Qiyam . Let them recite it in Qiyam, insisting they remain still and are in the correct position.

3. Re-iterate the first two lines of Kalima and continue talking about Prophet hood and Prophet Adam (pbuh) Continuing about sijda talk of how Shaitan refused to do sijda-No! I will not do sijda. Discuss how he refused to do what Allah told him to do and whether they refuse to do things. e.g. We must respect and obey our parents- do they listen.....

#### Lesson 14

1. Introduce brushing of teeth. Explain how to brush teeth, how many times in a day preferably before every salaa, non-wastage of the toothpaste, washing the toothbrush thoroughly....
2. Go over the aspect of NAJIS again.
3. Introduce Julooos. Mention how they must have their hands on their thighs/lap and they must look at their lap. They must sit with their feet tucked beneath them. First teach the zhikr to be recited in between two sajadaat. On the worksheet on julioos, and ask them to mark with an X where the boy is looking.
4. Introduce the third and fourth line of Kalima. Tell them Imam Ali (pbuh) was the loved one of Allah because he did exactly what Allah and the Prophet (pbuh) said. Tell them the story of Ghadeer -A very special announcement.

#### Lesson 15

1. From the story of Ghadeer told in the lesson before talk of the Ahlul Bayt. Normally you will find that the children have been taught the names of the Ahlul Kisaa Ahlul Bayt as the 'Panjetan' which is a farsi word meaning 5 beings. Try to change the terminology and teach the children the 5 names as Ahlul Kisaa or Ahlul Bayt in which you can then include the 12 Imams. (In Arabic they are known as Khamsa Nujaba ). Explain that Ahlul Bayt means the people of the house (the Prophet's house ).Tell them The story of Kisaa.  
Explain the above story by cutting a piece of card approx. 7" x 7". On smaller cards cut in the shape of stars write the name of the Ahlul Kisaa. Stick or stitch a white piece of cloth on one edge of the card. As you are telling the story put the stars that enter the Kisaa one at a time under the cloth. Make a sixth card in the shape of wings with Jibrail on it. Cover the names with clear tape and point out to the children that they should not touch the names of Allah, and the Ahlulbayt without wudhoo which they will learn soon. Revise the names of the Ahlul Kisaa and the names of the first three Imams .Ask the children to look at their hands. Ask them to point out the longest finger - the middle finger. Tell them to say the Prophet's (pbuh) name and remember he was the highest. Then ask them to show the two smallest fingers - the thumb and the little finger. They would represent the two youngest members of AhlulKisaa - Imam Hasan and Husayn (pbuh) The two remaining would represent Imam Ali (pbuh), and Bibi Fatima Zahra (pbuh) Repeat the exercise until they know it well.
2. Talk about their day revising the waking up, toilet manners and brushing of teeth.
3. Revise the concept of NAJIS.
4. Go over Julooos and it's recitation. Tell them that whilst they are reciting 'Astaghfirullah rabbi wa 'atubu ilayh' they must be thinking of all the naughty things they have done because they are saying

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sorry then and promising not to be naughty again. Tell them the story - We turn to You!! And discuss the concept of Tawba being not only to say Sorry but to correct our error and promise not to do it again.

5. Recite the first four lines of Kalima and tell them how Imam Ali (pbuh) is the first leader after the Prophet (pbuh) Explain that Leader is Imam in Arabic. So now they know the name of the first Imam after the Prophet (pbuh). Ask them from the story of Ahlul Kisaa if they remember who the two sons of Imam Ali (pbuh) were. Prompt them if necessary and tell them that the second and third Imams were the two sons in the order that they entered the Kisaa.

### **Lesson 16**

1. Ask whether they remember who the Ahlul Kisaa were. Tell them that when Allah created Prophet Adam (pbuh) he was asked to open his hand .He saw five fingers representing the Ahlul Kisaa/Ahlul Bayt. Then he saw 14 sections representing the fourteen ma'sumeen/Ahlulbayt. Explain that the 12 Imams with Prophet Muhammad (pbuh) and Bibi Fatima Zahra (pbuh) are the ma'sumeen. They too are all part of the Ahlulbayt but the Ahlul Kisaa are only five. Ask them to relate Hadith e Kisaa to you. Ask them to bend their fingers and count the sections. Ask the children to draw round their hands . Ask them to write the number 14 on the palm and the numbers one to five on the fingers.. Tell them every time they look at their hands they must remember the number 5 for AhlulKisaa and 14 for Ma'sumeen/Ahlulbayt and recite a salawaat. Also mention that every time they raise their hands to Allah to ask for something then first send salawaat to the Ahlulbayt . Tell them to sandwich their dua between two salawaat.

2. Go over the whole day and the various aspects revising the Akhlaq and introducing manners of eating.

3. Tell them the story of the two sons of Prophet Adam (pbuh)- I will not stretch my hand to kill you. Discuss always giving others what we like for ourselves. We must not give what we don't want but what we might like to receive.

4. They should now have had an idea of how all the actions of salaa are performed. Line them up and get them to demonstrate a rakaat of salaa. Help to recite the appropriate recitations. Award a small token to each or preferably a certificate which says I KNOW ALL THE ACTIONS OF SALAA. Make a big occasion out of it reciting a salawaat for each child.

5. Recite the whole of Kalima with them. Ask them what they think of Allah? Their concept of Allah! Maybe you can produce a sheet with their answers for the parents to read and you will have frozen their thoughts in time. Correct their thinking if it is wrong gently.

### **Lesson 17**

1. Revise the names of the Ahlul Kisaa. See if the children remember the story of Kisaa. Revise the concept of AhlulBayt - 14 ma'sumeen.

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2. Have a sketch in class of two people eating. One with bad manners and one with good manners. See if the children can differentiate between them. Encourage them to correct the actions that are wrong.

3. Discuss how the crows showed Qabil what to do with Habil's body. There is so much to learn from animals. Have they watched how ants and bees are self-sufficient because they live in communities and help and share work whilst cats and dogs are always reliant on others because they are selfish and loners with no community spirit.

4. Revise the Kalima again. Tell the story - I can walk on water!! Combining the aspect of faith in Allah and the recitation of Bismillah.....

### Lesson 18

1. In preparation for the story of Prophet Nuh (pbuh) ask the children to help make a big ark. Cut out animal shapes in pairs or alternatively write names of animals on cards. If possible some of the names may be in Arabic (e.g. Feel- elephant; Baqara -Cow..) The lesson may well be spent in making the artefacts. Tell them the story - The ark

2. Recite Suratul Fatiha with them, it being the first sura of the Qur'an . Terminology (sura/suwer).

4. Talk of food introducing halal and haram and connecting to najis food like meat, which is not halal.

### Lesson 19

1. Still with Prophet Nuh (pbuh) tell them the hadith of the Prophet (pbuh) that the Ahlulbayt are like the ark of Prophet Nuh (pbuh) Whoever holds on to them is saved and whoever leaves them is drowned. Talk of the son of Prophet Nuh (pbuh) who did not listen to his father and was thus drowned. He thought he would be saved if he climbed on to a mountain. Discuss how we must follow what our Prophet (pbuh) and Imams have taught. Talk of how Imam means Leader and we must follow our Leader. Play a game of follow the Leader with those who don't follow out of the game.

2. Discuss how all the animals, birds and people lived together in the Ark. They must have had to share space, food .... Talk about sharing with others. Revise the manners of eating telling them the story - Shaitan vomited!

3. Re-iterate the Kalima telling them that when the people in the Ark were scared because the waves were so big and tossing the Ark from side to side Prophet Nuh (pbuh) asked them all to recite 'La Ilaha Illallah'. They too must do that whenever they were scared.

4. Introduce the names of the five prayers. Draw a circle and colour it yellow to represent the sun. Attach it to a stick and through a slit cut in a piece of paper show the children Fajr (sunrise) , Zhuhr & 'Asr, Maghrib( sunset) and 'Eisha. Mention the number of the rakaats in each salaa. Continue practising the one rakaat salaa.

5. Suratul Fatiha & Ikhlas in qiyaam of salaa. Introduction to the first 5 suwer of the Qur'an.

### **Lesson 20**

1. Talk about qibla and directions. If possible show them a mihrab or a compass indicating the direction of qibla in the class. Let each child make an arrow and decorate it and then place it on the floor in the direction of qibla.

2. Introduce manners in the Imambada. Talk of being the guests of the AhlulBayt. How should they behave and how DO they behave. Combine with manners of eating and their behaviour when tabarruk is given.

3. Go over the names of the five salaa introducing the number of rakaats in each. Do the appropriate worksheet.

4. Suratul Fatiha and Ikhlas, introducing Rahman & Raheem as names of Allah and the concept of being kind.

4. Go over the various aspects of Kalima.

### **Lesson 21**

1. Ask the children if they remember the direction of Makka (qibla) in the classroom. Ask them to place the arrow in the right direction on the floor. Talk about the Ka'ba and introduce Prophet Ibraheem (pbuh) who made it. Make a model of the Ka'ba. Explain that the black cloth is called a Kiswa and a new one is made every year. Tell them the story of Prophet Ibraheem (pbuh) - O Fire! Be Cold....

2. Go over the dua of Qunoot explaining it's meaning. The last part of being saved from the fire - connect with Prophet Ibraheem (pbuh) and how the fire became cool for him. If we too were good, and believed in Allah the fire will not burn us.

Explain that qunoot is recited in the second rakaat. Make them recite a two rakaat salaa with all actions and recitations perfect except for Tashahhud and Salaam which they have not learnt.

3. Go over the five prayers and the number of rakaats. Introduce a dua of Qunoot - Maybe starting with Rabbanaa aatina fiddunyaa hasanataw wa fil aakhirati hasana; wa qina azhaban naar. This is in preparation for reciting a two rakaat salaa correctly.

4. Ya Rahman and Ya Raheem as as being a dua in calling Allah.

### **Lesson 22**

1. Continuing with Prophet Ibraheem (pbuh) talk of Bibi Hajra (pbuh) and Prophet Ismail (pbuh) Introduce the story -Zam Zam. Make a model of a well. Discuss how Bibi Hajra (pbuh) did not give

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up. Talk of their lives and how sometimes things seem impossible. Tell them to ask for help from Allah through Imam e Zamana (pbuh) but never to give up like Bibi Hajra (pbuh) - Worksheet on Safa, Marwa & Zam Zam may be done.

2. Go over the dua for qunoot. Introduce Tashahhud. It is better to go slowly and take several weeks to master the correct recitation.

3. Ask them how one knows when it is time to pray. Re-iterate the position of the sun i.e. sunrise, noon and sunset. Talk of timetables which are published and introduce the Adhan. In a lot of countries Adhan is recited loudly at salaa time. Even if Britain in Birmingham it is recited loudly from the minarets. Talk of minarets and show pictures. Today they are there only for decoration because microphones are used.

4. Continue with the names of the first 5 suwer.

### **Lesson 23**

1. Continue with the recitations of Tashahhud .Continue praying two rakaats salaa and re-iterating the times and number of rakaats in each salaa.

2. Bring the subject of Adhaan again. Talk of how the Christians use bells in the church to call people, some people use gongs like the Chinese. Start with the first two recitations of Adhaan. The second verse of Adhaan will help a little with the Tashahhud they are learning. If possible get a correct recording of Adhaan and put it on for the children. Using cardboard tubes help the children make a Minaret decorating the sides.

### **Lesson 24**

1. Go over the names of the Prophets that have been learned so far. Ask the children what they remember of the stories. Play a little game whereby you may mention a word like Ark, Ka'ba, Janna, friend, and so on. Who do they associate the names with.

2. Still with Prophet Ibraheem (pbuh) talk of the building of the Ka'ba by him and Ismail (pbuh) Tell the story - Our Lord! Accept this from us.

3. Go over their whole day and the manners they have learned giving them daily examples and asking what manners apply in particular situations. e.g. Will it be all right to take someone's sweet if I say Bismillah....?

4. Continue with the recitations of Tashahhud and Adhan. If Tashahhud is correct then the recitation of Salaam may be introduced at this stage.

### **Lesson 25**

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1. Introduce the story of Prophet Musa (pbuh)- The baby in the wooden box. Talk of how his mum loved him so much and put him in the river to save him from being killed. Allah helped her to think of the plan to make a wooden box, which would float in the water. Discuss how much parents love their children and respect of Parents. Discuss how the Prophet (pbuh) has said that Janna is under a mother's feet meaning if we wanted to go to Janna then our mum must be pleased with us.

2. Ask the children to differentiate between those things that are najis & dirty and those that are only najis and only dirty making a list on the board. You may like to mention that najasat may not necessarily be seen like dirt but is like the germs that make us ill.

3. Continue with recitation of Tashahhud, Salaam and Adhaan.

4. Names of the first 5 suwer.

### Lesson 26

1. Introduce the story of Prophet Musa (pbuh) - The baby in the wooden box. Talk of how his mum loved him so much and put him in the river to save him from being killed. Allah helped her to think of the plan to make a wooden box which would float in the water. Discuss how much parents love their children and respect of Parents. Discuss how the Prophet (pbuh) has said that Janna is under a mother's feet meaning if we wanted to go to Janna then our mum must be pleased with us.

2. Ask the children to differentiate between those things that are Najis & Dirty and those that are only Najis and only Dirty making a list on the board. You may like to mention that najasat may not necessarily be seen like dirt but is like the germs that make us ill.

3. Continue with recitation of Tashahhud, Salaam and Adhaan

### Lesson 27

1. Continue with the story of Prophet Musa (pbuh) - The burning bush. Do the Worksheet  
Talk about brothers and sisters and the family unit. Talk of how the Prophet (pbuh) always used to say that Imam Ali (pbuh) was to him like Prophet Harun (pbuh) was to Prophet Musa (pbuh) Talk about their brothers and sisters and how they must have love for them and about the harmony that must exist between them. Introduce the family unit and how important it is to keep the bond close with a lot of love and tolerance. Just like Prophet Harun (pbuh) helped Prophet Musa (pbuh)

2. Introduce manners of sleeping.

3. Continue with the recitations of tashahhud, salaam and Adhan and testing a two rakaat salaa.

### Lesson 28

1. With the story of Prophet Musa (pbuh) go upto how with his brother Prophet Harun (pbuh) they went to Firawn and showed him the miracles Allah had granted him. Tell the story of -Let my people go.

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2. Introduce terminology of WAJIB & HARAM. Wajib being MUST DO and HARAM being MUST NOT DO. Give lots of practical examples like lying, telling the truth... Avoid giving examples that are beyond them.

3. Call out a child at a time over the next few weeks to recite a two rakaat salaa marking the mistakes made and correcting them. Most of the children should be able to recite the salaa correctly by now. Go over the times and number of rakaats introducing now tasbeehate Arba' for the third and fourth rakaats.

### Lesson 29

1, Complete the story of Prophet Musa (pbuh) with the story - Forty nights on the mountain. Talk of the laws that were given to him discussing the aspect of not stealing - taking things without permission. Talk of how even if one prayed somewhere without permission Allah does not accept the prayers and we would have to pray again. Stress asking for permission for everything even if it is taking something from their brother or sisters' room...

2. Continue with the terms WAJIB & HARAM asking the children to give examples and correcting them if necessary.

3. Continue with the recitation of Tasbeehate Arba' , Tashahhud , Salaam and Adhan. Introduce the praying of a four rakaat salaa.

### Lesson 30

1. Introduce Prophet Yunus (pbuh)- The big fish. Do a collage on the Worksheet of the fish. Introduce the Arabic name for the big fish. Talk of Istighfaar. Talk of how when we are naughty we are only hurting ourselves. Say how just saying Sorry is not enough. We must really feel sorry, correct what we have done wrong and promise to try our best not to do it again.

2. Introduce MUSTAHAB as better to do & MAKRUH as better not to do. DO the Worksheet on terminology

3. Continue with recitation of a four rakaat salaa.

### Lesson 31

1. Introduce the story of Prophet Isa (pbuh)- The baby speaks. He spoke from the cradle like all our Ma'sumeen. Talk about the book that he was given called the Injeel . It had all the instructions of what to do for the people to follow to be good Muslims.

Talk about the book given to Prophet Muhammad (pbuh) - The Qur'an. Discuss the Qur'an and basic details. It is in Arabic. If we want Allah to talk to us we read the Qur'an because they are His words. Remind them of what the Prophet (pbuh) said on Ghadeer about the Qur'an and his Ahlul Bayt.

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2. Introduce the basics of Wudhoo starting with niyya, washing the hands and rinsing the mouth and nose three times . (At this point it is not necessary to point out what is Wajib and what is Mustahab for the children need to get into a habit of performing the Mustahabat as part of their routine. Giving them a choice might result in them not performing the Mustahabat).
3. Introduce names of the Aimma using rhymes if possible.
4. Continue with recitation of a four rakaat salaa and testing each child.

### **Lesson 32**

1. Continue with the story of Prophet Isa (pbuh)-Up in the heaven. Explain who Imam e Zamana (pbuh) is and that they must always bow down and recite salawat when they hear his name. Teach the correct pronunciation of salawaat.
2. Continue with wudhoo showing the washing of the face. Teach them to extend their hands completely over their face when wiping stressing the wiping from top to bottom. They must make sure the whole face is wet and no part is left dry. Ask the children to check each other.
3. Continue testing 4 rakaat salaa.

### **Lesson 33**

1. Ask the children to remember the names of all the Prophets they have learnt including Prophet Muhammad (pbuh) Tell them there were 124.000 Prophets and teach the names of the Ulul Azhm Prophets . These were given books and were very special. The last of these books is the Qur'an.
2. Introduce basic details about the Qur'an. Start with introducing the correct terminology. Aya / Ayaat, Sura / Suwer, Juz / Ajzaa.....
3. Continue with Wudhoo and introducing the washing of the hands. Make sure the children know their right from their left first.

### **Lesson 34**

1. Introduce manners of reciting the Qur'an.
2. Continue wudhoo with the masaa of the head paying importance to usage of the finger tip and not the finger edge. The finer details must be stressed. Ask each child to come up and demonstrate it correcting where necessary.

### **Lesson 35**

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1. Talk of Hashim as Abdul Muttalib's father telling the story He who broke bread.

Discuss community spirit and how the Muslims are one community. The Prophet (pbuh) has said they are parts of one body- if one bit hurts the rest go to it's aid. The least we can do is pray for those who are in trouble elsewhere...

2. Introduce usage of terms like Jazakallah instead of Thank you . It means may Allah reward you. Fi Amanillah - (I leave you) in the safety of Allah.

3. Continue talking about the Qur'an and saying how it contains the knowledge of everything. Start with showing pictures from 'SUBHANALLAH' (published by W.F. of K.S.I.M.C.).

3. Complete wudhoo with the masaa of the feet paying importance to detail. What the child learns now will be ingrained in him/her.

### **Lesson 36**

1. Talk about the Prophet (pbuh) Talk about his excellent akhlaq that earned him the names As-Sadiq (the truthful one) and Al-Amin (the trustworthy one). Tell them the story - Where is the old lady?

2. Introduce Insha' Allah and tell the story of - The man who went to buy a cow!

3. Continue with wudhoo making groups who demonstrate wudhoo and asking the other groups to be the judges.

### **Lesson 37**

1. Tell them a story from the life of the Prophet (pbuh) connecting it with the spider from the previous lesson and hijra. Tell the story of -The spider and Jibrail.

2. Continue with the usage of Insha Allah giving examples in daily life when one would use the term.

3. Do the Worksheet on Wudhoo

### **Lesson 38**

1. From the life of the Prophet (pbuh) continue with how Allah protects His creatures. Tell them the story of - The Bat and how it gave it's truthful opinion despite knowing that the forces against him were strong. Discuss telling the truth even when we know it will get us into trouble. The Ma'sumeen have said that Lying is the key to all sins.

2. Revise the daily usage of words such as Jazakallah, Fi Amanillah and Insha Allah. Introduce Masha Allah.

3. Introduce the phrase Ya Ali when in trouble as the spider and Jibrail did in the previous lesson's story.

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4. Continue practise with wudhoo now beginning to take a few students at a time to the sink to do a practical demonstration with water. Having little hands children often leave parts of their hands and face dry. Encourage splashing water as many times as is needed rather than just a few times and ensure not even a pin size area is left dry.

### **Lesson 39**

1. Introduce the tasbeeh of Sayyida Fatima Zahra (pbuh) after every salaa. Tell them to think about each phrase. Allahu Akber - Allah is greater than anyone and anything. Alhamdulillah - All praise is for Allah - when they recite this ask them to think of all they have been granted by Allah e.g. nose, hands, parents, teachers, shelter, food, clothes..... When they come to Subhanallah - Glory be to Allah ask them to admire all the wonderful creations of Allah. Tasbeeh gives fragrance to their salaa and is a sign that their salaa is accepted. If possible get some beads and let the children make a tasbeeh of their own . (This will take several lessons).

2. Continue with the practical testing of wudhoo being very critical and not allowing a single mistake to get through. At this age a child will retain exactly what is taught and it will become a habit.

### **Lesson 40**

1. Continuing with the bee talk about honey and it's importance. In the Qur'an Allah says it is a healing for mankind. Encourage eating of honey. Talk about eating healthy food and halal food. Introduce the Arabic name of the bee - Nahl. Just like Ankaabut there is also a sura of Qur'an named after the bee. Do the Worksheet on how the bee makes honey -41

2. Go over the usage of all the words learnt seeing if the children remember the correct place of usage - Jazakallah, Fi Amaanillah, Subhanallah, Insha Allah, Masha Allah, Alhamdulillah... Tell the story of - Insha Allah.

3. Introduce the concept of GHASBI - something that belongs to someone else and permission for usage is not taken. Say how the water for wudhoo, the place of prayer and the clothes which we pray in must not be ghasbi.

### **Lesson 41**

1. Talk about good and bad deeds and how whatever we do it is for ourselves. Tell the story of Good and Bad. Introduce that Allah is fair and does not favour anyone. The one who is closest to Him is the one who is the most perfect MUSLIM. One who does all the WAJIBAT and keeps away from all HARAM acts.

2. Continue talking about GHASBI and stealing things. Even something we know another person does not need is GHASBI if we do not ask permission.

### **Lesson 42**

## Q SCHOOL – LESSON PLANS FOR AGE 6 YEARS – YEAR 1

1. From the previous lessons talk on Good and Bad talk introduce the term Zhanb (pl., Zhunub) as sin - a deed that displeases Allah. Tell the story of Big and Small sins. Do a practical review of this story before telling it by taking them outside and asking them to pick 5 small pebbles and then asking them to replace them in the same place.

2. Still on the topic of Ghasbi talk of how if the water for wudhoo and the clothes and place of salaa are ghasbi , salaa is BATIL. Introduce the term BATIL as not accepted by Allah and will have to be repeated.

### **Lesson 43**

1. On the topic of Zhanb (sin) introduce the concept of taking account of their days. At night before they sleep they must think of there whole day and everything they did especially the 'zhunub'. Tell them to say SORRY to Allah for them and CORRECT them if they are those 'zhunub' which have affected other people. Also to promise Allah that they will try their best not to repeat them the next day.

2. Re-iterate the word BATIL and connect it to Fasting. How eating during a FAST would make it BATIL etc.

### **Lesson 44**

1. Review all the terms learnt and do a quiz testing the children on the correct usage of terminology. e.g. What did you say to mummy when she left you in Madrasa? What do you say when someone gives you something? When you see a beautiful flower outside what do you say? If you are planning to do something tomorrow what will you say?

2. On the topic of zhanb and good deeds introduce the concept of the two angels who write down everything we do. Like a video being taken at every moment of our lives. They must always feel that they are constantly watched. They are always on centre stage.

### **Lesson 45**

1. Continuing with the concept of being constantly watched and a video of our whole life taken introduce Qiyama. We will have to account for every moment. If we account for ourselves now then it will be easier then otherwise we will have forgotten to have corrected our mistakes. Tie in with the story of big & small sins. Do Worksheet on Qiyama.

2. Introduce the term TAHIR as being the opposite of NAJIS. Water is the most popular thing to use to make a NAJIS thing TAHIR. Talk of how TAHIR is different from CLEAN and discuss NAJIS and DIRTY re-iterating all the previous exercises done on the subject.

### **Lesson 46**

## Q SCHOOL – LESSON PLANS FOR AGE 6 YEARS – YEAR 1

1. Introduce the Arabic name of the dog from the Qur'an - Kalb. A dog is NAJIS and water does not make it TAHIR. Here talk of how AYN NAJIS things will not become TAHIR even if you scrub them lots of time. Explain AYN NAJIS.

It is important that a considerable amount of time is spent on this subject until it is totally understood.

2. Talk about the pig who is also AYN NAJIS. Continue with the discussion AYN NAJASAT introducing that you can make TAHIR something that has touched an AYN NAJIS thing. Give lots of practical examples.

### **Lesson 47**

1. Continue with the discussion on AYN NAJIS, NAJIS and TAHIR. Look at the subject from a different angle. Tell the story of Jawad who was desperate to go to the loo in school. There was no water so he wiped himself dry. His Hindu friend was washing his hands near him and wiped his hands all over Jawad's face as a joke.

When Jawad got home he wanted to pray so he went upstairs, changed his clothes, did wudhoo and prayed. Ask them if he was TAHIR or NAJIS. Was his salaa BATIL?

### **Lesson 48**

1. Introduce the concept of sijda of shukr after salaa. Tell them the story of -The first sijda of shukr. Ask them to spend sometime in this sijda thanking Allah for everything.

3. Stress the importance of always being TAHIR and how Allah says in the Qur'an that He loves those who are TAHIR (2:222).

### **Lesson 49**

1. Tell the story Salaa , Salaa! and the importance the Prophet (pbuh) gave to Salaa. It must however be recited correctly otherwise it is like an expensive watch which does not tell the time so it does not serve its purpose. If we want to know whether our salaa has been accepted then we must think of all the things we did between two salawaat (plural of salaa). If there were no zhunub then our salaa has indeed been accepted. Encourage the taking of account of deeds at every salaa time.

2. Introduce the concept of DUA introducing DUA as that which we recite when we want to talk to Allah and QUR'AN as that which we recite when we want Allah to talk to us.

3. Still with the concept of TAHIR encourage the remaining of being in wudhoo at all times. Talk of the things that break wudhoo. Ask them to make it a habit to do wudhoo as soon as they have been to the toilet.

### **Lesson 50**

1. Talk of those things that make salaa batil. Re-iterate that all those things that make wudhoo batil also make salaa batil.

## Q SCHOOL – LESSON PLANS FOR AGE 6 YEARS – YEAR 1

Spend the lesson discussing the topic giving practical examples to the children. Can they answer the telephone? Can they answer their mummy? What if there was an emergency?

## LESSONS ACCORDING TO STRATEGIES

### INTRODUCTIONS

- Introduce the class to each other placing importance on the correct pronunciation of names. Ask the children to draw a picture of themselves and to write their names (they may need help) on the sheet.
- Ask about their homework and whether they found out who they were named after. You may get no answers or a variety of reasons. Do NOT ridicule any one. If possible find out the meaning of the names of those who do not know. It may be a formidable task but well worth the effort. For those names that may not be Islamic point it out to the child. For those who have brought an answer talk about each one
- Ask each one how old they are? Let them write their age. Talk about birthdays and how we grow every year.

### Q BELIEFS

#### Kalima

- Reciting the first line of Kalima - La Ilaha Illallah... (Again making sure that the mouth is full when pronouncing Illallah and stressing the tashdeed on Illa).
- Repeat the first line of Kalima - tell the children Laa means No. Make them shake their heads.
- Worksheet on Takbeer . Ask them to show the position of takbeer and to say takbeer again. Familiarise them with the term takbeer meaning Allahu Akber. Ask them to draw what the boy is looking at after pointing out that he should be looking at his turbat (sajdaga). If possible collage work should be done on the mohr (sticking sand on glue). Explain that a mohr is earth.
- Repeat the first line of Kalima this time asking them to show to you with their fingers how many of them there is? Then endorsing one of each of them, one of Allah. Ask if they remember what Laa means? Repeat and include the word Ilaaha now saying it means God. Who is your God? MY God is Allah!!! Children at this age need an answer they can copy.
- Repeat the first line of Kalima - Can they remember how many of Allah??
- Continue with the first line of Kalima talking of the wonderful creation of Allah. Tell them the story 'I cannot see Allah with my eyes'. Colour the appropriate worksheets.
- Continuing with Allah and the first line of Kalima.
- Introduce the second line of Kalima repeating the first. Introduce the Prophet (pbuh) and salawaat to be said after his name all the time. Tell the story of What made you believe in Allah? Do collage work on appropriate worksheets.
- Introduce Rukoo. Show the difference between a boy and a girl. The boys feet must be slightly apart, the girls together; they must both be looking between their feet ; the boy must bend at 90 degrees and the girl at 45 degrees. Teach the zhikr of Rukoo paying attention to correct pronunciation.
- On the worksheet on rukoo, mark with a big X where the boy is looking. Ask whether a glass of water would spill if placed on a boy's back? What would happen if it were on a girl's back??
- Talk about the Prophet (pbuh). Explain how Allah has made us. Things we buy like a computer, toys... come with an instruction booklet to make sure it works correctly. Allah too sent

## Q SCHOOL – LESSON PLANS FOR AGE 6 YEARS – YEAR 1

instructions through His messengers to teach us how we work best. Talk of messages - Play a game of Chinese whispers (ask a child in the front to pass a message you have whispered to him/her to the next child and so on... The messages came from Allah like that through a special angel called Jibrail to the Prophet (pbuh) Explain terminology of rasul meaning messenger. Discuss the importance of passing the message just as it was told... Here you can introduce talking about telling the truth..

- Continue with the memorisation of the first two lines of Kalima repeating the explanations of the previous lessons.
- Re-iterate the two lines of Kalima and talk of the birth of Prophet Muhammad (pbuh and tell them the story -'What happened on the 17th of Rabi ul Awwal?'
- Repeat the first two lines of Kalima. Go over the concept of one God. Repeat the fact that Prophet Muhammad (pbuh) was a messenger. Discuss the poem Only You!
- Reiterate the first two lines of Kalima. Allah sent lots and lots of messengers - 124,000. The last of them was Prophet Muhammad (pbuh) The first was Prophet Adam (pbuh). Tell them the first aspect of the story of Prophet Adam (pbuh)- Achoo!!! Talk of how they must say Alhamdulillah before they sneeze just like Prophet Adam (pbuh) did.
- Re-iterate the first two lines of Kalima and continue talking about Prophet hood and Prophet Adam (pbuh) Continuing about sijda talk of how Shaitan refused to do sijda-No! I will not do sijda. Discuss how he refused to do what Allah told him to do and whether they refuse to do things. e.g. We must respect and obey our parents- do they listen.....
- Introduce the third and fourth line of Kalima. Tell them Imam Ali (pbuh) was the loved one of Allah because he did exactly what Allah and the Prophet (pbuh) said. Tell them the story of Ghadeer -A very special announcement.
- Recite the first four lines of Kalima and tell them how Imam Ali (pbuh) is the first leader after the Prophet (pbuh) Explain that Leader is Imam in Arabic. So now they know the name of the first Imam after the Prophet (pbuh). Ask them from the story of Ahlul Kisaa if they remember who the two sons of Imam Ali (pbuh) were. Prompt them if necessary and tell them that the second and third Imams were the two sons in the order that they entered the Kisaa.
- Recite the whole of Kalima with them. Ask them what they think of Allah? Their concept of Allah! Maybe you can produce a sheet with their answers for the parents to read and you will have frozen their thoughts in time. Correct their thinking if it is wrong gently.
- Revise the Kalima again. Tell the story - I can walk on water!! Combining the aspect of faith in Allah and the recitation of Bismillah.....
- Re-iterate the Kalima telling them that when the people in the Ark were scared because the waves were so big and tossing the Ark from side to side Prophet Nuh (pbuh) asked them all to recite 'La Ilaha Illallah'. They too must do that whenever they were scared.
- Go over the various aspects of Kalima.

### **Bismillah**

- Tell the children the story 'The ring in the stomach of the fish'. Ask one or two children to repeat in their own words what you said. Do not rush them and prompt them. Make a chart to have a rota of who will relate the stories back every lesson (otherwise there tends to be the same children all the time).

## Q SCHOOL – LESSON PLANS FOR AGE 6 YEARS – YEAR 1

- Remind the children about the story-'The ring in the stomach of the fish'. Ask them if they say Bismillah... before they do any thing /everything. Talk about all sorts of situations..... eating, drinking, writing... Make a list on the board of what they say... Ask if they could say Bismillah... before they took someone's things, or before they fought with someone..... Explain why not. Tell them the story of Shaitan\* -'Where will I live? Where will I eat? Where will I sleep?

\*Ask the children if they know who Shaitan is? Tell them about him.

- Reiterate the importance of Bismillah...before anything.
- Repeat the stories for importance of Bismillah before anything if necessary.
- For Usage of Bismillah... tell the story 'STOP'
- 

### **Qiyama**

- Continuing with the concept of being constantly watched and a video of our whole life taken introduce Qiyama. We will have to account for every moment. If we account for ourselves now then it will be easier then otherwise we will have forgotten to have corrected our mistakes. Tie in with the story of big & small sins. Do Worksheet on Qiyama.

## Q LAWS

### Salaa – Actions & Recitation

- Show them the correct way to say Takbeer - Allahu Akber (filling their mouth when saying Allah) and the position of standing and raising the hands to the ears making sure that the palms are facing Qibla. On the appropriate worksheet ask them to draw a cap on the boy because that is what he should wear if he wants more thawaabs while praying. Point out to the girls that they should be wearing a 'chadar' preferably white and it should cover ALL their hair.
- Repeat the action and recitation of Takbeer. Using the worksheet on takbeer, tell them what you think the boy is thinking about. He is saying Allahu Akber which means Allah is greater than everything/everyone..... He may be thinking of all that Allah has made and how wonderful a Creator He is, maybe he is thinking that I am going to concentrate on my salaa because nothing is more important than Allah and it can wait.... Carry on the discussion continually repeating the meaning of Allahu Akber.
- Introduce the action of Qiyam in salaa. The position of the feet together for girls, a little apart for boys, looking at the mohr and palms on the thighs for boys and on the chest for girls. They must be very still.
- Go over Qiyam and Takbeeratul Ihram again. You could play a game of Suhail says - Do Qiyam, say Bismillah..., Sit down, Stand up, Do Qiyam, Turn around.... etc. Putting the two actions of salaa with their terminology in between general actions.
- Introduce the position of Qunoot. The terminology of each action is important. Play a game of Suhail says with all three actions - Takbeeratul Ihram, and Qunoot. To start with ask them to ask Allah for what they want in their own language whilst doing the position of Qunoot. Nudge them in the direction of asking " O Allah! I want everything that You think is good for me "Tell them that you will teach the Arabic translation of that soon...
- Go over the position of Qunoot and in appropriate worksheet ask the children to colour whatever the boy was looking at. What did the position of Qunoot signify to them? Does it look like someone begging for something???? Tell them the aya they have learnt of Suratul Hamd (...Iyyaka nasta'een ... means We ask help ONLY FROM YOU - ALLAH) . Go over all three positions learnt with the right terminology. A game of 'dead lions' may be played - the children may move around but when you give the signal they must freeze in any one of the positions taught. Check the positions pointing out even minor detail. The child who wins with perfect position every time gets the whole class reciting a salawaat for him/her.
- Go back to the action of rukoo and it's zhikr. Insist on total perfection in recitation and the action - pointing out that they must not move and be still when they are reciting the zhikr. On the worksheet on rukoo, ask the children to colour the picture.
- Introduce Sijda. Make sure that all 7 parts of the body that are to touch the ground do so. Insist on palms being flat and only tips of toes touching. Point out that there must not be anything between the 'turbat' (sajdaga) and their foreheads. Point out differences between a boy and girl. The girls have to tuck their arms in and the boys with their arms out. If possible the nose must touch the ground . If they can they may use another 'turbat' - sajdaga for the nose. On the worksheet on sajd, they can colour the parts which must touch the ground during sajd. Talk about Imam Zainul Abedeen (pbuh) who did so many sajadaat that the skin on his knees and forehead had become hard. Had they seen people with marks of sajd on their forehead? Tell them to observe!! Recite the zhikr of rukoo and sajd pointing out the difference.

## Q SCHOOL – LESSON PLANS FOR AGE 6 YEARS – YEAR 1

- Play the game Suhail says with all the actions they have learnt. On the worksheet on sajda, ask them what the boy is doing wrong if anything. Are his tips of toes touching? If they are then they must put a tick near it. Is his forehead on the 'mohr'? If it isn't then they must draw a mohr. Are his knees on the ground? A tick for that. Are his palms flat on the ground near his head? A tick or a large X. It is better for his nose to touch the ground and better still a 'mohr'. Let them draw one under his nose as well.
- Play a game of Suhail says with all the actions of salaa learnt. Repeat the zhikr of rukoo and sajda. Introduce the fact that they will recite Suratul Hamd when they are in Qiyam . Let them recite it in Qiyam, insisting they remain still and are in the correct position.
- Introduce Julooos. Mention how they must have their hands on their thighs/lap and they must look at their lap. They must sit with their feet tucked beneath them. First teach the zhikr to be recited in between two sajadaat. On the worksheet on juloos, and ask them to mark with an X where the boy is looking.
- Go over Julooos and it's recitation. Tell them that whilst they are reciting 'Astaghfirullah rabbi wa 'atubu ilayh' they must be thinking of all the naughty things they have done because they are saying sorry then and promising not to be naughty again. Tell them the story - We turn to You!! And discuss the concept of Tawba being not only to say Sorry but to correct our error and promise not to do it again.
- They should now have had an idea of how all the actions of salaa are performed. Line them up and get them to demonstrate a rakaat of salaa. Help to recite the appropriate recitations. Award a small token to each or preferably a certificate which says I KNOW ALL THE ACTIONS OF SALAA. Make a big occasion out of it reciting a salawaat for each child.
- Introduce Tashahhud. It is better to go slowly and take several weeks to master the correct recitation.
- Continue with the recitations of Tashahhud, and introduce Salaam.
- Call out a child at a time over the next few weeks to recite a two rakaat salaa marking the mistakes made and correcting them. Most of the children should be able to recite the salaa correctly by now. Introduce tasbeehate Arba' for the third and fourth rakaats.
- What to do and not to do whilst reciting salaa. Spend the lesson discussing the topic giving practical examples to the children. Can they answer the telephone? Can they answer their mummy? What if there was an emergency?

### **Salaa – Qunoot**

- Go over the dua of Qunoot explaining it's meaning. The last part of being saved from the fire - connect with Prophet Ibraheem (pbuh) and how the fire became cool for him. If we too were good, and believed in Allah the fire will not burn us.
- Explain that qunoot is recited in the second rakaat. Make them recite a two rakaat salaa with all actions and recitations perfect except for Tashahhud and Salaam which they have not learnt.
- Introduce a dua of Qunoot - Maybe starting with Rabbanaa aatina fiddunyaa hasanataw wa fil aakhirati hasana; wa qina azhaban naar. This is in preparation for reciting a two rakaat salaa correctly.
- Go over the dua for qunoot.

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### **Salaa – Ta'qibat**

- Introduce the tasbeeh of Sayyida Fatima Zahra (pbuh) after every salaa. Tell them to think about each phrase. Allahu Akber - Allah is greater than anyone and anything. Alhamdulillah - All praise is for Allah - when they recite this ask them to think of all they have been granted by Allah e.g. nose, hands, parents, teachers, shelter, food, clothes..... When they come to Subhanallah - Glory be to Allah ask them to admire all the wonderful creations of Allah. Tasbeeh gives fragrance to their salaa and is a sign that their salaa is accepted. If possible get some beads and let the children make a tasbeeh of their own . (This will take several lessons).

### **Salaa – Sijda of Shukr**

- Introduce the concept of sijda of shukr after salaa. Tell them the story of -The first sijda of shukr. Ask them to spend sometime in this sijda thanking Allah for everything.

### **Salaa – Names & no of rakaat**

- Introduce the names of the names of the five prayers. Draw a circle and colour it yellow to represent the sun. Attach it to a stick and through a slit cut in a piece of paper show the children Fajr (sunrise) , Zhuhr & 'Asr, Maghrib( sunset) and 'Eisha. Mention the number of the rakaats in each salaa. Continue practising the one rakaat salaa.
- Go over the five prayers and the number of rakaats.
- Continue praying two rakaats salaa and re-iterating the times and number of rakaats in each salaa.

### **Salaa – Adhan**

- Bring the subject of Adhaan again. Talk of how the Christians use bells in the church to call people, some people use gongs like the Chinese. Start with the first two recitations of Adhaan. The second verse of Adhaan will help a little with the Tashahhud they are learning. If possible get a correct recording of Adhaan and put it on for the children. Using cardboard tubes help the children make a Minaret decorating the sides.

### **Tahara & Najasa**

- Go over the manners of the toilet and see if they remember what to do. How many times do you wash? What do you say when you see the water? Who gave us water? Work your way from the tap, water company, river, rain, clouds...-ALLAH. Introducing the word NAJIS. Mention the things that are NAJIS. Explain how we cannot pray if we have anything NAJIS on our clothes and bodies. Refer to worksheet on najasat. (It must not be confused with dirty).
- Go over the aspect of NAJIS again.

## Q SCHOOL – LESSON PLANS FOR AGE 6 YEARS – YEAR 1

- Revise the concept of NAJIS.
- Ask the children to differentiate between those things that are najis & dirty and those that are only najis and only dirty making a list on the board. You may like to mention that najasat may not necessarily be seen like dirt but is like the germs that make us ill.
- Ask the children to differentiate between those things that are Najis & Dirty and those that are only Najis and only Dirty making a list on the board. You may like to mention that najasat may not necessarily be seen like dirt but is like the germs that make us ill.

### **Wudhoo**

- Introduce the basics of Wudhoo starting with niyya, washing the hands and rinsing the mouth and nose three times . (At this point it is not necessary to point out what is Wajib and what is Mustahab for the children need to get into a habit of performing the Mustahabat as part of their routine. Giving them a choice might result in them not performing the Mustahabat).
- Continue with wudhoo showing the washing of the face. Teach them to extend their hands completely over their face when wiping stressing the wiping from top to bottom. They must make sure the whole face is wet and no part is left dry. Ask the children to check each other.
- Continue with Wudhoo and introducing the washing of the hands. Make sure the children know their right from their left first.
- Continue wudhoo with the masaa of the head paying importance to usage of the finger tip and not the finger edge. The finer details must be stressed. Ask each child to come up and demonstrate it correcting where necessary.
- Complete wudhoo with the masaa of the feet paying importance to detail. What the child learns now will be ingrained in him/her.
- Continue with wudhoo making groups who demonstrate wudhoo and asking the other groups to be the judges.
- Do the Worksheet on Wudhoo
- Continue practise with wudhoo now beginning to take a few students at a time to the sink to do a practical demonstration with water. Having little hands children often leave parts of their hands and face dry. Encourage splashing water as many times as is needed rather than just a few times and ensure not even a pin size area is left dry.
- Introduce the concept of GHASBI - something that belongs to someone else and permission for usage is not taken. Say how the water for wudhoo, the place of prayer and the clothes which we pray in must not be ghasbi.
- Continue talking about GHASBI and stealing things. Even something we know another person does not need is GHASBI if we do not ask permission.
- Still with the concept of TAHIR encourage the remaining of being in wudhoo at all times. Talk of the things that break wudhoo. Ask them to make it a habit to do wudhoo as soon as they have been to the toilet.

### **Salaa – Pre-requisites**

- Talk about qibla and directions. If possible show them a mihrab or a compass indicating the direction of qibla in the class. Let each child make an arrow and decorate it and then place it on the floor in the direction of qibla.
- Go over the names of the five salaa introducing the number of rakaats in each. Do the appropriate worksheet.
- Ask them how one knows when it is time to pray. Re-iterate the position of the sun i.e. sunrise, noon and sunset. Talk of timetables which are published and introduce the Adhan. In a lot of countries Adhan is recited loudly at salaa time. Even in Britain in Birmingham it is recited loudly from the minarets. Talk of minarets and show pictures.

### **Salaa - Munafiyaat**

- Today they are there only for decoration because microphones are used.
- On the topic of Ghasbi talk of how if the water for wudhoo and the clothes and place of salaa are ghasbi , salaa is BATIL.
- Talk of those things that make salaa batil. Re-iterate that all those things that make wudhoo batil also make salaa batil.

### **Fiqh Terminology**

- Introduce terminology of WAJIB & HARAM. Wajib being MUST DO and HARAM being MUST NOT DO. Give lots of practical examples like lying, telling the truth... Avoid giving examples that are beyond them.
- Continue with the terms WAJIB & HARAM asking the children to give examples and correcting them if necessary.
- Introduce MUSTAHAB as better to do & MAKRUH as better not to do. DO the Worksheet on terminology
- Introduce the term BATIL as not accepted by Allah and will have to be repeated. Refer to the pre-requisite of salaa to reiterate the meaning of BATIL
- Re-iterate the word BATIL and connect it to Fasting. How eating during a FAST would make it BATIL etc.
- Introduce the term TAHIR as being the opposite of NAJIS. Water is the most popular thing to use to make a NAJIS thing TAHIR. Talk of how TAHIR is different from CLEAN and discuss NAJIS and DIRTY re-iterating all the previous exercises done on the subject.
- Continue with the discussion on AYN NAJIS, NAJIS and TAHIR. Look at the subject from a different angle. Tell the story of Jawad who was desperate to go to the loo in school. There was no water so he wiped himself dry. His Hindu friend was washing his hands near him and wiped his hands all over Jawad's face as a joke.
- When Jawad got home he wanted to pray so he went upstairs, changed his clothes, did wudhoo and prayed. Ask them if he was TAHIR or NAJIS. Was his salaa BATIL?

### **Taqleed**

- Introduce basic concepts (at age of 7 years)

### **QUR'AN CITY**

- Recite Suratul Fatiha with them, it being the first sura of the Qur'an . Terminology (sura/suwer).
- Suratul Fatiha & Ikhlas in qiyaam of salaa. Introduction to the first 5 suwer of the Qur'an.
- Suratul Fatiha and Ikhlas, introducing Rahman & Raheem as names of Allah and the concept of being kind.
- Continue with the names of the first 5 suwer.
- Names of the first 5 suwer, using mnemonic and focus point.
- Introduce basic details about the Qur'an. Start with introducing the correct terminology. Aya / Ayaat, Sura / Suwer, Juz / Ajzaa....
- Introduce manners of reciting the Qur'an.

### **A 99**

- Suratul Fatiha and Ikhlas, introducing Rahman & Raheem as names of Allah and the concept of being kind.
- Ya Rahman and Ya Raheem as as being a dua in calling Allah.
- Conitune introducing Asmaul Husna throughout the year, which are relevant to topics taught and/or appear within the suwer of the Qur'an introduced.

### **Q ETHICS**

- Talk about their whole day. Write down on the board what they do in a whole day from waking up to going to bed prompting and helping them. Discuss the akhlaq of waking up. Go over the phrase "Alhamdu lillah wallahu akber". Talk about salaam.
- Ask whether they said "Alhamdu lillahi wallahu akber" when they got up. Did they greet their parents with salaam? Did they think about the angels who look after them and write down everything they do? It is like they have a secret video camera where everything is recorded. If we say sorry and correct our naughtiness and promise to try our best not to do it then they rub it off ....
- Talk about waking up again and if they are all familiar with the rules then give them a star-merit mark for every day on which they applied the manners. Trust in their answers of having done them saying that you know they are telling the truth because they are Muslims who know that Allah is everywhere and is watching and there are also two angels writing down everything that they are doing.
- Move to manners of visiting the toilet. Tell them Allah is so Kind that He gives us instructions for everything. Insist on the pouring of water twice, better still thrice. If they go to the toilet in school or a place where there is no water then they must at least dry themselves thoroughly

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with toilet paper and come home and wash themselves and change their underclothes. If there are droplets of urine on the seat they must not just wipe it around with a tissue but ask mummy to help wash the seat with water thrice.

- Manners of the toilet.
- Introduce brushing of teeth. Explain how to brush teeth, how many times in a day preferably before every salaa, non-wastage of the toothpaste, washing the toothbrush thoroughly....
- Talk about their day revising the waking up, toilet manners and brushing of teeth.
- Go over the whole day and the various aspects revising the Akhlaq and introducing manners of eating.
- Have a sketch in class of two people eating. One with bad manners and one with good manners. See if the children can differentiate between them. Encourage them to correct the actions that are wrong.
- Talk of food introducing halal and haram and connecting to najis food like meat, which is not halal.
- telling them the story - Shaitan vomited!
- Introduce manners in the Imambada. Talk of being the guests of the AhlulBayt. How should they behave and how DO they behave. Combine with manners of eating and their behaviour when tabarruk is given.
- Go over their whole day and the manners they have learned giving them daily examples and asking what manners apply in particular situations. e.g. Will it be all right to take someone's sweet if I say Bismillah....?
- Introduce manners of sleeping.
- Introduce usage of terms like Jazakallah instead of Thank you . It means may Allah reward you.
- Fi Amanillah - (I leave you) in the safety of Allah.
- Introduce Insha' Allah and tell the story of - The man who went to buy a cow!
- Continue with the usage of Insha Allah giving examples in daily life when one would use the term.
- From the life of the Prophet (pbuh) continue with how Allah protects His creatures. Tell them the story of - The Bat and how it gave it's truthful opinion despite knowing that the forces against him were strong. Discuss telling the truth even when we know it will get us into trouble. The Ma'sumeen have said that Lying is the key to all sins.
- Revise the daily usage of words such as Jazakallah, Fi Amanillah and Insha Allah.
- Introduce Masha Allah.
- Go over the usage of all the words learnt seeing if the children remember the correct place of usage - Jazakallah, Fi Amaanillah, Subhanallah, Insha Allah, Masha Allah, Alhamdulillah... Tell the story of - Insha Allah.
- Talk about good and bad deeds and how whatever we do it is for ourselves. Tell the story of Good and Bad. Introduce that Allah is fair and does not favour anyone. The one who is closest to Him is the one who is the most perfect MUSLIM. One who does all the WAJIBAT and keeps away from all HARAM acts.
- Continue talking about GHASBI and stealing things. Even something we know another person does not need is GHASBI if we do not ask permission.
- From the previous lessons talk on Good and Bad talk introduce the term Zhanb (pl., Zhunub) as sin - a deed that displeases Allah. Tell the story of Big and Small sins. Do a practical review of this

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story before telling it by taking them outside and asking them to pick 5 small pebbles and then asking them to replace them in the same place.

- On the topic of Zhanb (sin) introduce the concept of taking account of their days. At night before they sleep they must think of their whole day and everything they did especially the 'zhunub'. Tell them to say SORRY to Allah for them and CORRECT them if they are those 'zhunub' which have affected other people. Also to promise Allah that they will try their best not to repeat them the next day.
- Review all the terms learnt and do a quiz testing the children on the correct usage of terminology. e.g. What did you say to mummy when she left you in Madrasa? What do you say when someone gives you something? When you see a beautiful flower outside what do you say? If you are planning to do something tomorrow what will you say?
- On the topic of zhanb and good deeds introduce the concept of the two angels who write down everything we do. Like a video being taken at every moment of our lives. They must always feel that they are constantly watched. They are always on centre stage.
- Tell the story Salaa , Salaa! and the importance the Prophet (pbuh) gave to Salaa. It must however be recited correctly otherwise it is like an expensive watch which does not tell the time so it does not serve its purpose. If we want to know whether our salaa has been accepted then we must think of all the things we did between two salawaat (plural of salaa). If there were no zhunub then our salaa has indeed been accepted. Encourage the taking of account of deeds at every salaa time.

### M 14

- From the story of Ghadeer told in the lesson before talk of the Ahlul Bayt. Normally you will find that the children have been taught the names of the Ahlul Kisaa Ahlul Bayt as the 'Panjetan' which is a farsi word meaning 5 beings. Try to change the terminology and teach the children the 5 names as Ahlul Kisaa or Ahlul Bayt in which you can then include the 12 Imams. (In Arabic they are known as Khamsa Nujaba ). Explain that Ahlul Bayt means the people of the house (the Prophet's house ).Tell them The story of Kisaa.  
Explain the above story by cutting a piece of card approx. 7" x 7". On smaller cards cut in the shape of stars write the name of the Ahlul Kisaa. Stick or stitch a white piece of cloth on one edge of the card. As you are telling the story put the stars that enter the Kisaa one at a time under the cloth. Make a sixth card in the shape of wings with Jibrail on it. Cover the names with clear tape and point out to the children that they should not touch the names of Allah, and the Ahlulbayt without wudhoo which they will learn soon. Revise the names of the Ahlul Kisaa and the names of the first three Imams .Ask the children to look at their hands. Ask them to point out the longest finger - the middle finger. Tell them to say the Prophet's (pbuh) name and remember he was the highest. Then ask them to show the two smallest fingers - the thumb and the little finger. They would represent the two youngest members of AhlulKisaa - Imam Hasan and Husayn (pbuh) The two remaining would represent Imam Ali (pbuh), and Bibi Fatima Zahra (pbuh) Repeat the exercise until they know it well.
- Ask whether they remember who the Ahlul Kisaa were. Tell them that when Allah created Prophet Adam (pbuh) he was asked to open his hand .He saw five fingers representing the Ahlul

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Kisaa/Ahlul Bayt. Then he saw 14 sections representing the fourteen ma'sumeen/Ahlulbayt. Explain that the 12 Imams with Prophet Muhammad (pbuh) and Bibi Fatima Zahra (pbuh) are the ma'sumeen. They too are all part of the Ahlulbayt but the Ahlul Kisaa are only five. Ask them to relate Hadith e Kisaa to you. Ask them to bend their fingers and count the sections. Ask the children to draw round their hands . Ask them to write the number 14 on the palm and the numbers one to five on the fingers.. Tell them every time they look at their hands they must remember the number 5 for AhlulKisaa and 14 for Ma'sumeen/Ahlulbayt and recite a salawaat. Also mention that every time they raise their hands to Allah to ask for something then first send salawaat to the Ahlulbayt . Tell them to sandwich their dua between two salawaat.

- Revise the names of the Ahlul Kisaa. See if the children remember the story of Kisaa. Revise the concept of AhlulBayt - 14 ma'sumeen.
- Introduce names of the Aamma using rhymes if possible.

### Q PROPHETS

- Tell them the story of the two sons of Prophet Adam (pbuh)- I will not stretch my hand to kill you. Discuss always giving others what we like for ourselves. We must not give what we don't want but what we might like to receive.
- Discuss how the crows showed Qabil what to do with Habil's body. There is so much to learn from animals. Have they watched how ants and bees are self-sufficient because they live in communities and help and share work whilst cats and dogs are always reliant on others because they are selfish and loners with no community spirit.
- In preparation for the story of Prophet Nuh (pbuh) ask the children to help make a big ark. Cut out animal shapes in pairs or alternatively write names of animals on cards. If possible some of the names may be in Arabic (e.g. Feel- elephant; Baqara -Cow..) The lesson may well be spent in making the artefacts. Tell them the story - The ark .
- Still with Prophet Nuh (pbuh) tell them the hadith of the Prophet (pbuh) that the Ahlulbayt are like the ark of Prophet Nuh (pbuh) Whoever holds on to them is saved and whoever leaves them is drowned. Talk of the son of Prophet Nuh (pbuh) who did not listen to his father and was thus drowned. He thought he would be saved if he climbed on to a mountain. Discuss how we must follow what our Prophet (pbuh) and Imams have taught. Talk of how Imam means Leader and we must follow our Leader. Play a game of follow the Leader with those who don't follow out of the game.
- Ask the children if they remember the direction of Makka (qibla) in the classroom. Ask them to place the arrow in the right direction on the floor. Talk about the Ka'ba and introduce Prophet Ibraheem (pbuh) who made it. Make a model of the Ka'ba. Explain that the black cloth is called a Kiswa and a new one is made every year. Tell them the story of Prophet Ibraheem (pbuh) - O Fire! Be Cold....
- Continuing with Prophet Ibraheem (pbuh) talk of Bibi Hajra (pbuh) and Prophet Ismail (pbuh) Introduce the story -Zam Zam. Make a model of a well. Discuss how Bibi Hajra (pbuh) did not give up. Talk of their lives and how sometimes things seem impossible. Tell them to ask for help from Allah through Imam e Zamana (pbuh) but never to give up like Bibi Hajra (pbuh) - Worksheet on Safa, Marwa & Zam Zam may be done.

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- Go over the names of the Prophets that have been learned so far. Ask the children what they remember of the stories. Play a little game whereby you may mention a word like Ark, Ka'ba, Janna, friend, and so on. Who do they associate the names with.
- Still with Prophet Ibraheem (pbuh) talk of the building of the Ka'ba by him and Ismail (pbuh) Tell the story - Our Lord! Accept this from us.
- Introduce the story of Prophet Musa (pbuh)- The baby in the wooden box. Talk of how his mum loved him so much and put him in the river to save him from being killed. Allah helped her to think of the plan to make a wooden box, which would float in the water. Discuss how much parents love their children and respect of Parents. Discuss how the Prophet (pbuh) has said that Janna is under a mother's feet meaning if we wanted to go to Janna then our mum must be pleased with us.
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- Continue with the story of Prophet Musa (pbuh) - The burning bush. Do the Worksheet
- Talk about brothers and sisters and the family unit. Talk of how the Prophet (pbuh) always used to say that Imam Ali (pbuh) was to him like Prophet Harun (pbuh) was to Prophet Musa (pbuh) Talk about their brothers and sisters and how they must have love for them and about the harmony that must exist between them. Introduce the family unit and how important it is to keep the bond close with a lot of love and tolerance. Just like Prophet Harun (pbuh) helped Prophet Musa (pbuh)
- With the story of Prophet Musa (pbuh) go upto how with his brother Prophet Harun (pbuh) they went to Firawn and showed him the miracles Allah had granted him. Tell the story of -Let my people go.
- Complete the story of Prophet Musa (pbuh)with the story - Forty nights on the mountain. Talk of the laws that were given to him discussing the aspect of not stealing - taking things without permission. Talk of how even if one prayed somewhere without permission Allah does not accept the prayers and we would have to pray again. Stress asking for permission for everything even if it is taking something from their brother or sisters' room...
- Introduce Prophet Yunus (pbuh)- The big fish. Do a collage on the Worksheet of the fish. Introduce the Arabic name for the big fish. Talk of Istighfaar. Talk of how when we are naughty we are only hurting ourselves. Say how just saying Sorry is not enough. We must really feel sorry, correct what we have done wrong and promise to try our best not to do it again.
- Introduce the story of Prophet Isa (pbuh)- The baby speaks. He spoke from the cradle like all our Ma'sumeen. Talk about the book that he was given called the Injeel . It had all the instructions of what to do for the people to follow to be good Muslims.
- Talk about the book given to Prophet Muhammad (pbuh) - The Qur'an. Discuss the Qur'an and basic details. It is in Arabic. If we want Allah to talk to us we read the Qur'an because they are His words. Remind them of what the Prophet (pbuh) said on Ghadeer about the Qur'an and his Ahlul Bayt.

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- Continue with the story of Prophet Isa (pbuh)-Up in the heaven. Explain who Imam e Zamana (pbuh) is and that they must always bow down and recite salawat when they hear his name. Teach the correct pronunciation of salawaat.
- Ask the children to remember the names of all the Prophets they have learnt including Prophet Muhammad (pbuh) Tell them there were 124.000 Prophets and teach the names of the Ulul Azhm Prophets . These were given books and were very special. The last of these books is the Qur'an.
- Talk of Hashim as Abdul Muttalib's father telling the story He who broke bread.
- Discuss community spirit and how the Muslims are one community. The Prophet (pbuh) has said they are parts of one body- if one bit hurts the rest go to it's aid. The least we can do is pray for those who are in trouble elsewhere...
- Talk about the Prophet (pbuh) Talk about his excellent akhlaq that earned him the names As-Sadiq (the truthful one) and Al-Amin (the trustworthy one).Tell them the story - Where is the old lady?
- Tell them a story from the life of the Prophet (pbuh) connecting it with the spider from the previous lesson and hijra. Tell the story of -The spider and Jibrail.
- Introduce the phrase Ya Ali when in trouble as the spider and Jibrail did in the previous lesson's story.

### Q LIFE

- Tell them of how before a child is born their mummy and papa call the baby Muhammad if it is a boy and Fatima if it is a girl. They then change those names if they want when their baby is born. So each one should aim to follow the ways of Prophet Muhammad (pbuh) (boys) and Bibi Fatima (pbuh) (girls).
- Discuss how all the animals, birds and people lived together in the Ark. They must have had to share space, food .... Talk about sharing with others. Revise the manners of eating.

### Q DUA

- Introduce the concept of DUA introducing DUA as that which we recite when we want to talk to Allah and QUR'AN as that which we recite when we want Allah to talk to us.