

QSCHOOLS LESSON PLANS



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CRAFT OF THE CLASSROOM

1. Plan in advance what you will do during the lesson.
2. Arrive before the students and arrange the materials you will need.
3. Greet the students as they arrive and maybe set them a task to start them thinking about the topic to be covered.
4. Have an agreed framework of procedures in the class which students are familiar with, within which everyone will operate.
5. Work towards achieving these procedures.
6. Use a variety of techniques for teaching.
7. Encourage student participation.
8. Finish and clear up on time.
9. Have an organised exit.

LESSON PLANNING TEMPLATE

Subject

Concepts

Content of lesson e.g. lecture, activity.....

Resources

Teaching and learning method

Assessment method

Links with other areas

LESSON PLANS

The benefit of a lesson plan is to structure a lesson. It provides:

1. A framework to refer to
2. Good practise
3. Guidelines of what to teach
4. Help to breakdown long term goals into achievable tasks
5. Recorded proof to parents and visitors
6. The option to re-use the lesson plan
7. A backup to be used by someone else should the teacher be absent (thus should be detailed)

A lesson plan should include:

1. Purpose/Aim (What am I going to teach?)
2. Learning objectives (With what I teach what will the student be able to do?)
3. Links/Continuity (How does this relate to the previous and next lesson?)
4. Delivery Strategy

5. Materials e.g. Worksheets, Audio Visual aids....
6. Assessment/Evaluation
7. Staging (Activity, time allocated for each interaction involved)

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.

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.

For Every Lesson

1. Greet with Salaamun Alaykum and encourage the children to reply putting emphasis on the ϵ in Alaykum.
2. Begin with Bismillah.....loudly and correctly encouraging the children to say it. Ask them to put their hands near their mouths to feel the air when they say ζ in 'Rahman and Raheem
3. Recite the Dua for beginning a lesson loudly encouraging the children to follow.
4. Recite Suratul Fatiha and Ikhlas.(Each day paying attention to a particular makharij and rule of tajweed)
5. 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.

6. 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, the sun gives warmth ... In every weather, situation Alhamdulillah... Maybe a chart with various weather pictures can be made by the children themselves and used.
7. Use Nursery rhymes at some point of the day to assist in memorising names of Ahlul Kisaa, Aimma.....
8. End with Ziyara of the Ma'sumeen.

SUGGESTED WEEKLY TEACHING SCHEDULE

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 has been set out in the calendar lesson plans. In weeks where there is no Wiladat of Wafat, other historical topics, such as the Prophets, have been incorporated.

QSCHOOLS - INFANT CALENDAR LESSONS

Month	Week No.	Suggested teaching topics
Muharram	1 (1)	Imam Husayn (pbuh) 3
	2 (2)	The events of the day of 'Ashura
	3 (3)	Imam Ali Zaynul Abideen (pbuh) 4
	4 (4)	The companions of Imam Husayn (pbuh)
Safar	1 (5)	Events after the day of 'Ashura
	2 (6)	Prophet Adam (pbuh)
	3 (7)	Habil & Qabil
	4 (8)	Rasulullah (pbuh)
Rabi ul Awwal	1 (9)	Rasulullah (pbuh)
	2 (10)	Prophet Nuh (pbuh)
	3 (11)	Imam Ja'fer Sadiq (pbuh) 6
	4 (12)	Prophet Ibrahim (pbuh)
Rabi ul Aakhir	1 (13)	Sayyida Hajra & Prophet Ismail (pbuh)
	2 (14)	Imam Hasan Askery (pbuh) 11
	3 (15)	Prophet Yusuf (pbuh)
	4 (16)	Prophet Musa (pbuh)

Month	Week No.	Suggested teaching topics
Jamad ul Awwal	1 (17)	Sayyida Zaynab (pbuh)
	2 (18)	Prophet Dawud (pbuh)
	3 (19)	Prophet Sulayman (pbuh)
	4 (20)	Sayyida Fatima Zahra (pbuh)
Jamad ul Aakhir	1 (21)	Sayyida Fatima Zahra (pbuh)
	2 (22)	Prophet Yunus (pbuh)
	3 (23)	Sayyida Maryam (pbuh)
	4 (24)	Imam Muhammad Baqir (pbuh) 5
Rajab	1 (25)	Imam Musa Kadhim (pbuh) 7
	2 (26)	Imam Ali (pbuh) 1
	3 (27)	Prophet Isa (pbuh)
	4 (28)	Be'that & Mi'raj
Sha'ban	1 (29)	Imam Mahdi (pbuh) 12
	2 (30)	Imam Mahdi (pbuh) 12
	3 (31)	Ulema
	4 (32)	Introduction to the month of Ramadhan
Month of Ramadhan	1 (33)	Sayyida Khadija (pbuh)
	2 (34)	Imam Hasan (pbuh) 3
	3 (35)	Shahadat Imam Ali (pbuh)
	4 (36)	Eid ul Fitr

Month	Week No.	Suggested teaching topics
Shawwal	1 (37)	
	2 (38)	
	3 (39)	
	4 (40)	
Dhulqa'da	1 (41)	Imam Ali Ridha (pbuh) 8
	2 (42)	
	3 (43)	Imam Muhammad Taqi (pbuh) 9
	4 (44)	
Dhulhijja	1 (45)	Imam Ali Naqi (pbuh) 10
	2 (46)	Eid ul Hajj Eid Ghadeer
	3 (47)	Eid Mubahila
	4 (48)	

QSCHOOLS JUNIOR & SENIOR CALENDAR LESSONS

Month	Week No.	Suggested teaching topics
Muharram	1 (1)	Imam Husayn (pbuh) 3
	2 (2)	The events of 'Ashura and the concept of standing for the truth
	3 (3)	Imam Ali Zaynul Abideen (pbuh) 4
	4 (4)	The companions of Imam Husayn (pbuh)
Safar	1 (5)	Events after the day of 'Ashura
	2 (6)	The role of Sayyida Zaynab in our heritage
	3 (7)	Overview of the months of Muharram & Safar
	4 (8)	Rasulullah (pbuh)
Rabi ul Awwal	1 (9)	Rasulullah (pbuh)
	2 (10)	Companions of Rasulullah (pbuh)
	3 (11)	Imam Ja'fer Sadiq (pbuh) 6
	4 (12)	Prophet Adam (pbuh), Habil, Qabil & Prophet Sheeth (pbuh)
Rabi ul Aakhir	1 (13)	Prophet Idrees (pbuh)
	2 (14)	Imam Hasan Askery (pbuh) 11
	3 (15)	Prophet Nuh (pbuh)
	4 (16)	Prophet Hud (pbuh) & Prophet Salih (pbuh)

Month	Week No.	Suggested teaching topics
Jamad ul Awwal	1 (17)	Sayyida Zaynab (pbuh)
	2 (18)	Prophet Ibrahim (pbuh)
	3 (19)	Prophet Lut (pbuh)
	4 (20)	Sayyida Fatima Zahra (pbuh)
Jamad ul Aakhir	1 (21)	Sayyida Hajra (pbuh)
	2 (22)	Sayyida Aasiya (pbuh) & Sayyida Maryam (pbuh)
	3 (23)	Prophet Zakariyya & Yahya (pbuh)
	4 (24)	Imam Muhammad Baqir (pbuh) 5
Rajab	1 (25)	Imam Musa Kadhim (pbuh) 7
	2 (26)	Imam Ali (pbuh) 1
	3 (27)	Companions of Imam Ali (pbuh) 1
	4 (28)	Be'that & Mi'raj
Sha'ban	1 (29)	Imam Mahdi (pbuh) 12
	2 (30)	Representatives of Imam Mahdi (pbuh)
	3 (31)	Ulema
	4 (32)	Zuhur of Imam Mahdi (pbuh)
Month of Ramadhan	1 (33)	Sayyida Khadija (pbuh)
	2 (34)	Imam Hasan (pbuh) 3
	3 (35)	Shahadat Imam Ali (pbuh)
	4 (36)	Eid ul Fitr

Month	Week No.	Suggested teaching topics
Shawwal	1 (37)	Prophet Yaqub & Yusuf (pbuh)
	2 (38)	Prophet Ayyub (pbuh)
	3 (39)	Prophet Shuayb (pbuh)
	4 (40)	Prophet Musa & Harun (pbuh)
Dhulqa'da	1 (41)	Imam Ali Ridha (pbuh) 8
	2 (42)	Prophet Dawud & Sulayman (pbuh)
	3 (43)	Imam Muhammad Taqi (pbuh) 9
	4 (44)	Prophet Yunus (pbuh)
Dhulhijja	1 (45)	Imam Ali Naqi (pbuh) 10
	2 (46)	Eid ul Hajj Eid Ghadeer
	3 (47)	Eid Mubahila
	4 (48)	Prophet Isa (pbuh)

QSCHOOLS LESSON PLANS – RECEPTION (upto 5 yrs)

Week No.	Suggested teaching topics
1	<ul style="list-style-type: none">• Introduce the class to each other• Takbeeratul Ihram• First line of Kalima
2	<ul style="list-style-type: none">• Bismillah...• Lunar months• Takbeeratul Ihram - discussion on Allah as the Creator.• First line of Kalima - concept of Tawheed.
3	<ul style="list-style-type: none">• The usage of Bismillah...• Lunar months.• Introduce the action of Qiyam in salaa.• First line of Kalima
4	<ul style="list-style-type: none">• Usage of Bismillah... narrating related stories• Go over Takbeer atul Ihram & Qiyam• Continue with first line of Kalima – Narrating the story ‘I cannot see Allah with my eyes’
5	<ul style="list-style-type: none">• Names of the lunar months.• Introduce Qunoot and go over previous two actions.• Continue discussion of first line of Kalima narrating the story ‘Allah is everywhere’.

Week No.	Suggested teaching topics
6	<ul style="list-style-type: none"> • Go over the 3 actions of salaa • Bismillah • Continue to revise first line of Kalima
7	<ul style="list-style-type: none"> • Go over the names of the Lunar months • Continue with perfecting the salaa actions learnt • Introduce the 2nd line of Kalima.
8	<ul style="list-style-type: none"> • Bismillah • Introduce ruku • 2nd line of Kalima, introducing the Prophet (pbuh) and salawat.
9	<ul style="list-style-type: none"> • Talk about a day in the life of the children and the actions they perform from the time they wake up... • Introduce concept of Nabuwwa and importance of passing the message. • Memorisation of the first 2 lines of Kalima
10	<ul style="list-style-type: none"> • Discuss akhlaq of waking up. Talk about salaam. • Continue with ruku and its recitation. • The first 2 lines of Kalima – Angels

Week No.	Suggested teaching topics
11	<ul style="list-style-type: none"> • Go over the actions of waking up. Talk about the two angels who look after them and write down everything they do. • Introduce Sijda • Repeat the 2 lines of Kalima
12	<ul style="list-style-type: none"> • Introduce the manners of visiting the toilet. • Go over all the actions of salaa learnt so far. • First 2 lines of Kalima – number of messengers
13	<ul style="list-style-type: none"> • Manners of the toilet. Discuss some aspects of water and introduce the word Najis. • Zhikr of ruku & sijda. • Recitation of Suratul Fatiha when they are in Qiyam • First 2 lines of Kalima - Prophethood.
14	<ul style="list-style-type: none"> • Introduce the brushing of teeth and all the etiquette associated with it. • Aspect of Najis again • Introduce the action of juloos and its recitation • Introduce the 3rd and 4th line of Kalima – Imam Ali (Ghadeer)

Week No.	Suggested teaching topics
15	<ul style="list-style-type: none"> ● Go over the waking up, toilet manners and brushing of teeth. Talk about showering - Ghusl of Friday. ● Revise the concept of Najis ● Go over juloos and its recitation ● Ghadeer - Ahlul Bayt and the story of Kisaa.
16	<ul style="list-style-type: none"> ● Go over the whole day and the various aspects revising. ● Introduce manners of eating. ● Ahlul Kisaa. Aimma. Ma'sumeen. ● Test all the actions of salaa by getting the children to demonstrate a rakat. ● Kalima, revising the concept of Allah.
17	<ul style="list-style-type: none"> ● Eating manners – good manners and bad manners ● Kalima, aspect of faith in Allah & recitation of Bismillah...
18	<ul style="list-style-type: none"> ● Names of the five daily salawat ● Kalima ● Manners in the Imambada
19	<ul style="list-style-type: none"> ● Names of five daily salawat ● Qibla ● Kalima

Week No.	Suggested teaching topics
20	<ul style="list-style-type: none"> • Qibla • Introduce Qunoot • Names of five daily salawat and no. of rakat in each
21	<ul style="list-style-type: none"> • Qunoot • Adhan • Go over names of Prophets learnt so far
22	<ul style="list-style-type: none"> • Introduce Tasha hhud • Test a 2 rakat salaa • Adhan
23	<ul style="list-style-type: none"> • Discuss manners learned to incorporate in daily life • Tashahhud • Adhan
24	<ul style="list-style-type: none"> • Respect of parents • Tashahhud & Salaam • Adhan
25	<ul style="list-style-type: none"> • Tashahhud & Salaam • Discuss difference between najis and dirty • Revise eating manners - Halal & Haram food

Week No.	Suggested teaching topics
26	<ul style="list-style-type: none"> • Salaa actions & recitation • Adhan & Iqama • Respect of others
27	<ul style="list-style-type: none"> • Sharing • Introduce actions of wudhoo • Adhan & Iqama
28	<ul style="list-style-type: none"> • Friendship • Wudhoo actions • Adhan & Iqama
29	<ul style="list-style-type: none"> • Importance of learning • Wudhoo actions • 2 rakat salaa
30	<ul style="list-style-type: none"> • Manners in a classroom & Learning • Adhan & Iqama • Wudhoo actions
31	<ul style="list-style-type: none"> • Etiquettes of behavior • Respect of parents • Wudhoo actions

Week No.	Suggested teaching topics
32	<ul style="list-style-type: none"> • Go over the Kalima again introducing Asmaul Husna • Adhan & Iqama • Wudhoo actions
33	<ul style="list-style-type: none"> • Asmaul Husna • Go over 2 rakat salaa • Manners of sleeping
34	<ul style="list-style-type: none"> • Go over the activities in their day with emphasis on manners learnt • Asmaul Husna • Wudhoo, Adhan & Iqama
35	<ul style="list-style-type: none"> • Introduce concept of recognizing themselves • Asmaul Husna • Adhan & Iqama • Salaa
36	<ul style="list-style-type: none"> • Encouraging identity • Asmaul Husna • Go over the names of the Ma'sumeen
37	<ul style="list-style-type: none"> • Discuss importance of niyya before doing anything • Names of Ma'sumeen • Introduce Ziyara

Week No.	Suggested teaching topics
38	<ul style="list-style-type: none">• Revise concepts taught throughout the year
39	<ul style="list-style-type: none">• Revise topics covered throughout the year
40	<ul style="list-style-type: none">• Go over topics covered

QSCHOOLS LESSONS – YEAR 1 (5 - 6 yrs)

Week No.	Suggested teaching topics
1	<ul style="list-style-type: none">• Introduce the class to each other• Kalima• Tawheed
2	<ul style="list-style-type: none">• Lunar months• Actions of salaa• Kalima - Tawheed.
3	<ul style="list-style-type: none">• The usage of terminology such as Bismillah... , Alhamdulillah• Actions of salaa• Adala
4	<ul style="list-style-type: none">• Usage of terminology continued• Adhan & Iqama• Adala
5	<ul style="list-style-type: none">• Names of the Masumeen• Concept of Nabuwwa• Adhan & Iqama

Week No.	Suggested teaching topics
6	<ul style="list-style-type: none"> • Go over the activities in their lives and associated manners • Nabuwwa - salawat • Toilet manners – going over the term najis
7	<ul style="list-style-type: none"> • Najasa & Tahara • Imama – Ghadeer • Manners of talking
8	<ul style="list-style-type: none"> • Najasa & tahara • Imama – Names of Aimma • Lying/honesty
9	<ul style="list-style-type: none"> • Najasa & Tahara • Anger • Imama - Ziyara
10	<ul style="list-style-type: none"> • Respect of parents • Wudhoo • Adhan & Iqama
11	<ul style="list-style-type: none"> • Wudhoo • Adhan & Iqama • Respect of parents/grandparents

Week No.	Suggested teaching topics
12	<ul style="list-style-type: none"> • Wudhoo • Adhan & Iqama • Giving to the poor
13	<ul style="list-style-type: none"> • Wudhoo • Watching too much TV • Lunar month
14	<ul style="list-style-type: none"> • Wudhoo • Qiyama • Importance of not wasting time
15	<ul style="list-style-type: none"> • Adhan & Iqama • Revise the concept of najasa & tahara • Identifying images of Ka'ba & Masjidun Nabi
16	<ul style="list-style-type: none"> • Salaa • Terminology used to remember Allah all the time.
17	<ul style="list-style-type: none"> • Salaa • Importance of learning • Being fair

Week No.	Suggested teaching topics
18	<ul style="list-style-type: none"> • Names of the five daily salawat • Salaa • Manners in the Classroom
19	<ul style="list-style-type: none"> • Names of five daily salawat • Salaa • Importance of a teacher
20	<ul style="list-style-type: none"> • Salaa • Doing their best at everything • Names of five daily salawat and no. of rakat in each
21	<ul style="list-style-type: none"> • Salaa • Duas for Qunoot • Go over names of Prophets learnt so far
22	<ul style="list-style-type: none"> • Dua for Qunoot • Salaa • Names of Ma'sumeen
23	<ul style="list-style-type: none"> • Discuss manners learned to incorporate in daily life • Salaa • Duas for Qunoot

Week No.	Suggested teaching topics
24	<ul style="list-style-type: none"> • Respect of neighbours • Salaa • Names of daily salawat and no. of rakat in each
25	<ul style="list-style-type: none"> • 2 rakat salaa • Discuss difference between najis and dirty • Revise eating manners - Halal & Haram food
26	<ul style="list-style-type: none"> • Wudhoo • Adhan & Iqama • 2 rakat salaa
27	<ul style="list-style-type: none"> • Sharing • Duas for qunoot • Ta'qibat – tasbee
28	<ul style="list-style-type: none"> • Friendship • Salaa
29	<ul style="list-style-type: none"> • 2 rakat salaa • Sadaqa
30	<ul style="list-style-type: none"> • Etiquettes of behavior • Asmaul Husna

Week No.	Suggested teaching topics
31	<ul style="list-style-type: none"> • Asmaul Husna • Introduction to Furu
32	<ul style="list-style-type: none"> • Asmaul Husna • Furu
33	<ul style="list-style-type: none"> • Asmaul Husna • Furu • Manners of sleeping
34	<ul style="list-style-type: none"> • Go over the activities in their day with emphasis on manners learnt • Asmaul Husna • Wudhoo, Adhan & Iqama
35	<ul style="list-style-type: none"> • Introduce concept of recognizing themselves • Asmaul Husna • Salaa
36	<ul style="list-style-type: none"> • Encouraging identity • Asmaul Husna • Go over the names of the Ma'sumeen
37	<ul style="list-style-type: none"> • Discuss importance of niyya before doing anything • Names of Ma'sumeen • Ziyara

Week No.	Suggested teaching topics
38	<ul style="list-style-type: none">• Revise concepts taught throughout the year
39	<ul style="list-style-type: none">• Revise topics covered throughout the year
40	<ul style="list-style-type: none">• Go over topics covered

QSCHOOLS LESSONS – YEAR 2 (6 - 7 yrs)

Week No.	Suggested teaching topics
1	<ul style="list-style-type: none">• Kalima• Tawheed• Importance of learning
2	<ul style="list-style-type: none">• Lunar months• Kalima - Tawheed.• Manners in the classroom
3	<ul style="list-style-type: none">• Adala• Adhan & Iqama• Importance of a teacher
4	<ul style="list-style-type: none">• Fiqh terminology• Adhan & Iqama• Adala
5	<ul style="list-style-type: none">• Fiqh terminology• Nabuwwa• Adhan & Iqama

Week No.	Suggested teaching topics
6	<ul style="list-style-type: none"> • Fiqh terminology • Nabuwwa • Toilet manners – going over the term najis
7	<ul style="list-style-type: none"> • Taqleed – basic concept • Imama - Ghadeer • Manners of talking
8	<ul style="list-style-type: none"> • Najasa & tahara • Imama – Names of Aamma • Lying/honesty
9	<ul style="list-style-type: none"> • Najasa & Tahara • Anger • Imama - Ziyara
10	<ul style="list-style-type: none"> • Wudhoo • Cheerfulness
11	<ul style="list-style-type: none"> • Wudhoo • Adhan & Iqama • Not to belittle others

Week No.	Suggested teaching topics
12	<ul style="list-style-type: none"> • Wudhoo • Adhan & Iqama • Respect of others
13	<ul style="list-style-type: none"> • Wudhoo • Being Fair • Lunar months
14	<ul style="list-style-type: none"> • Wudhoo • Qiyama • Lunar months
15	<ul style="list-style-type: none"> • Adhan & Iqama • Salaa – pre-requisites • Concept of big/small sins
16	<ul style="list-style-type: none"> • Salaa – pre-requisites • Identifying images of Ka’ba & Masjidun Nabi • Importance of not wasting time
17	<ul style="list-style-type: none"> • Salaa – Pre-requisites • Do not Abuse • Identifying Masjidul Aqsa & Haram of Imam Husayn (pbuh)

Week No.	Suggested teaching topics
18	<ul style="list-style-type: none"> • Names of the five daily salawat • Salaa • Keeping a diary
19	<ul style="list-style-type: none"> • Names of five daily salawat • Salaa • Time management – revolving around salaa times
20	<ul style="list-style-type: none"> • Salaa • Doing their best at everything • Names of five daily salawat and no. of rakat in each
21	<ul style="list-style-type: none"> • Salaa • Duas for Qunoot • Time management
22	<ul style="list-style-type: none"> • Dua for Qunoot • Salaa • Names of Ma'sumeen
23	<ul style="list-style-type: none"> • Discuss manners learned to incorporate in daily life • Salaa • Duas for Qunoot

Week No.	Suggested teaching topics
24	<ul style="list-style-type: none"> • Respect of Parents • Salaa • Furu
25	<ul style="list-style-type: none"> • 2 rakat salaa • Discuss difference between najis and dirty • Revise eating manners - Halal & Haram food
26	<ul style="list-style-type: none"> • Wudhoo • 2 rakat salaa • Furu
27	<ul style="list-style-type: none"> • Sharing • Furu • Ta'qibat
28	<ul style="list-style-type: none"> • Friendship • Salaa • Furu
29	<ul style="list-style-type: none"> • 2 rakat salaa • Sadaqa • Furu

Week No.	Suggested teaching topics
30	<ul style="list-style-type: none"> • Etiquettes of behavior • Asmaul Husna • Recommended acts when a baby is born
31	<ul style="list-style-type: none"> • Asmaul Husna • Not to be wasteful • What to read when someone dies
32	<ul style="list-style-type: none"> • Asmaul Husna • Furu
33	<ul style="list-style-type: none"> • Asmaul Husna • Manners of sleeping
34	<ul style="list-style-type: none"> • Go over the activities in their day with emphasis on manners learnt • Asmaul Husna • Wudhoo, Adhan & Iqama
35	<ul style="list-style-type: none"> • Introduce concept of recognizing themselves • Asmaul Husna • Salaa
36	<ul style="list-style-type: none"> • Encouraging identity • Asmaul Husna • Go over the names of the Ma'sumeen

Week No.	Suggested teaching topics
37	<ul style="list-style-type: none">• Discuss importance of niyya before doing anything• Names of Ma'sumeen• Ziyara
38	<ul style="list-style-type: none">• Revise concepts taught throughout the year
39	<ul style="list-style-type: none">• Revise topics covered throughout the year
40	<ul style="list-style-type: none">• Go over topics covered

QSCHOOLS LESSONS – YEAR 3 (7 - 8 yrs)

Week No.	Suggested teaching topics
1	<ul style="list-style-type: none">• Kalima• Tawheed• Importance of learning
2	<ul style="list-style-type: none">• Lunar months• Kalima - Tawheed.• Manners in the classroom
3	<ul style="list-style-type: none">• Lunar months• Adala• Adhan & Iqama• Importance of a teacher
4	<ul style="list-style-type: none">• Fiqh terminology• Adhan & Iqama• Adala
5	<ul style="list-style-type: none">• Fiqh terminology• Nabuwwa• Adhan & Iqama

Week No.	Suggested teaching topics
6	<ul style="list-style-type: none"> ● Fiqh terminology ● Nabuwwa ● Toilet manners – going over the term najis
7	<ul style="list-style-type: none"> ● Taqleed ● Imama - Ghadeer ● Manners of talking
8	<ul style="list-style-type: none"> ● Najasa & tahara ● Imama – Names of Aamma ● Anger
9	<ul style="list-style-type: none"> ● Najasa & Tahara ● Interfaith – basic beliefs of other faiths ● Imama - Ziyara
10	<ul style="list-style-type: none"> ● Wudhoo ● Cheerfulness
11	<ul style="list-style-type: none"> ● Wudhoo ● Adhan & Iqama ● Not to belittle others

Week No.	Suggested teaching topics
12	<ul style="list-style-type: none"> • Wudhoo • Adhan & Iqama • Respect of others
13	<ul style="list-style-type: none"> • Wudhoo • Being Fair • Qiyama
14	<ul style="list-style-type: none"> • Adhan & Iqama • Qiyama • Dangers of social networking sites
15	<ul style="list-style-type: none"> • Adhan & Iqama • Ghusl • Concept of big/small sins
16	<ul style="list-style-type: none"> • Salaa – pre-requisites • Identifying images of Jerusalem, Karbala, Kadhmayn • Importance of not wasting time
17	<ul style="list-style-type: none"> • Salaa – Pre-requisites • Do not Abuse • Identifying images of Najaf, Mash’had, Damascus

Week No.	Suggested teaching topics
18	<ul style="list-style-type: none"> • Names of the five daily salawat • Salaa – Pre-requisites • Keeping a diary
19	<ul style="list-style-type: none"> • Names of five daily salawat • Salaa – Pre-requisites • Time management – revolving around salaa times
20	<ul style="list-style-type: none"> • Salaa • Doing their best at everything • Time management – revolving around important dates
21	<ul style="list-style-type: none"> • Salaa • Duas for Qunoot • Time management
22	<ul style="list-style-type: none"> • Dua for Qunoot • Salaa • Names of Ma’sumeen
23	<ul style="list-style-type: none"> • Discuss manners learned to incorporate in daily life • Salaa • Duas for Qunoot

Week No.	Suggested teaching topics
24	<ul style="list-style-type: none"> • Respect of Parents • Dua for Qunoot • Salaa • Furu
25	<ul style="list-style-type: none"> • 3 rakat salaa • Respect of neighbours • Revise eating manners - Halal & Haram food
26	<ul style="list-style-type: none"> • Wudhoo • 3 rakat salaa • Furu
27	<ul style="list-style-type: none"> • Buloogh • Furu • Ta'qibat
28	<ul style="list-style-type: none"> • Buloogh • Dress code • Salaa & Ta'qibat • Furu

Week No.	Suggested teaching topics
29	<ul style="list-style-type: none"> • 3 rakat salaa • Sadaqa • Furu
30	<ul style="list-style-type: none"> • Etiquettes of behavior • Asmaul Husna • Recommended acts when a baby is born
31	<ul style="list-style-type: none"> • Asmaul Husna • Not to be wasteful • What to read when someone dies
32	<ul style="list-style-type: none"> • Asmaul Husna • Furu • Sharing
33	<ul style="list-style-type: none"> • Asmaul Husna • Manners of sleeping • Friendship
34	<ul style="list-style-type: none"> • Go over the activities in their day with emphasis on manners learnt • Asmaul Husna • Wudhoo, Adhan & Iqama

Week No.	Suggested teaching topics
35	<ul style="list-style-type: none"> • Introduce concept of recognizing themselves • Asmaul Husna • Salaa
36	<ul style="list-style-type: none"> • Encouraging identity • Asmaul Husna • Go over the names of the Ma'sumeen
37	<ul style="list-style-type: none"> • Discuss importance of niyya before doing anything • Names of Ma'sumeen • Ziyara
38	<ul style="list-style-type: none"> • Revise concepts taught throughout the year
39	<ul style="list-style-type: none"> • Revise topics covered throughout the year
40	<ul style="list-style-type: none"> • Go over topics covered

QSCHOOLS LESSONS – YEAR 4 (8 - 9 yrs)

Week No.	Suggested teaching topics
1	<ul style="list-style-type: none">• Tawheed• Importance of learning
2	<ul style="list-style-type: none">• Lunar months – Important aspects• Tawheed.• Manners in the classroom
3	<ul style="list-style-type: none">• Lunar months - moonsighting• Adala• Adhan & Iqama• Importance of a teacher
4	<ul style="list-style-type: none">• Buloogh• Adhan & Iqama• Adala
5	<ul style="list-style-type: none">• Buloogh• Nabuwwa• Adhan & Iqama

Week No.	Suggested teaching topics
6	<ul style="list-style-type: none"> • Buloogh • Nabuwwa • Manners of talking
7	<ul style="list-style-type: none"> • Taqleed • Imama • Anger management
8	<ul style="list-style-type: none"> • Najasa & tahara • Imama • Interfaith – basic beliefs of other faiths
9	<ul style="list-style-type: none"> • Najasa & Tahara • Interfaith – Discussions • Imama - Ziyara
10	<ul style="list-style-type: none"> • Wudhoo • Cheerfulness
11	<ul style="list-style-type: none"> • Wudhoo • Adhan & Iqama • Not to belittle others

Week No.	Suggested teaching topics
12	<ul style="list-style-type: none"> • Tayammum • Adhan & Iqama • Respect of others
13	<ul style="list-style-type: none"> • Tayammum • Being Fair • Qiyama
14	<ul style="list-style-type: none"> • Salaa • Qiyama • Dangers of social networking sites
15	<ul style="list-style-type: none"> • Salaa • Ghusl • Dangers of some computer games
16	<ul style="list-style-type: none"> • Salaa • Identifying images of the various places of Ziyara • Importance of not wasting time
17	<ul style="list-style-type: none"> • Salaa • Do not Abuse • Identifying Masjidul Aqsa & Haram of Imam Husayn (pbuh)

Week No.	Suggested teaching topics
18	<ul style="list-style-type: none"> • Importance of good deeds • Salaa • Keeping a diary
19	<ul style="list-style-type: none"> • Five daily salawat - times • Salaa – Pre-requisites • Time management – revolving around salaa times
20	<ul style="list-style-type: none"> • Salaa • Doing their best at everything • Time management – revolving around important dates
21	<ul style="list-style-type: none"> • Salaa • Duas for Qunoot • Time management
22	<ul style="list-style-type: none"> • Duas for Qunoot • Salaa • Importance of practicing knowledge
23	<ul style="list-style-type: none"> • Discuss manners learned to incorporate in daily life • Salaa • Duas for Qunoot

Week No.	Suggested teaching topics
24	<ul style="list-style-type: none"> • Respect of Parents • Duas for Qunoot • Salaa • Furu - Khums
25	<ul style="list-style-type: none"> • Furu • Respect of neighbours • Revise eating manners - Halal & Haram food
26	<ul style="list-style-type: none"> • Haydh/Istihadha intro - girls • Assess salaa • Furu
27	<ul style="list-style-type: none"> • Fiqh terminology • Furu • Ta'qibat
28	<ul style="list-style-type: none"> • Fiqh terminology • Dress code • Salaa & Ta'qibat • Furu

Week No.	Suggested teaching topics
29	<ul style="list-style-type: none"> • Process of life - discussion • Sadaqa • Zakatul Fitr • Furu
30	<ul style="list-style-type: none"> • Process of life discussion • Recommended acts when a baby is born • Asmaul Husna
31	<ul style="list-style-type: none"> • Asmaul Husna • Not to be wasteful • What to read when someone dies
32	<ul style="list-style-type: none"> • Asmaul Husna • Process of life discussion
33	<ul style="list-style-type: none"> • Asmaul Husna • Manners of sleeping • Time management – Suratul ‘Asr
34	<ul style="list-style-type: none"> • Time management – Suratul ‘Asr • Asmaul Husna • Salaa

Week No.	Suggested teaching topics
35	<ul style="list-style-type: none"> • Introduce concept of recognizing themselves • Asmaul Husna • Salaa
36	<ul style="list-style-type: none"> • Encouraging identity • Asmaul Husna
37	<ul style="list-style-type: none"> • Discuss importance of niyya before doing anything • Ziyara
38	<ul style="list-style-type: none"> • Revise concepts taught throughout the year
39	<ul style="list-style-type: none"> • Revise topics covered throughout the year
40	<ul style="list-style-type: none"> • Go over topics covered

QSCHOOLS LESSONS – YEAR 5 (9 - 10 yrs)

Week No.	Suggested teaching topics
1	<ul style="list-style-type: none">• Tawheed• Importance of learning
2	<ul style="list-style-type: none">• Lunar months – Important aspects• Tawheed.• Manners of a student
3	<ul style="list-style-type: none">• Lunar months - moonsighting• Tawheed• Importance of a teacher
4	<ul style="list-style-type: none">• Buloogh• Adala - Accountability
5	<ul style="list-style-type: none">• Buloogh• Nabuwwa• Adhan & Iqama
6	<ul style="list-style-type: none">• Buloogh• Nabuwwa• Manners of talking

Week No.	Suggested teaching topics
7	<ul style="list-style-type: none"> • Taqleed • Imama • Anger management
8	<ul style="list-style-type: none"> • Najasa & tahara • Imama • Interfaith – Intro to others sects in Islam
9	<ul style="list-style-type: none"> • Najasa & Tahara – Personal hygiene • Interfaith – Discussions • Imama - Ziyara
10	<ul style="list-style-type: none"> • Wudhoo • Responsibility towards oneself – Risalatul Huquq
11	<ul style="list-style-type: none"> • Jabira Wudhoo • Responsibility towards oneself – Risalatul Huquq
12	<ul style="list-style-type: none"> • Tayammum • Respect of others
13	<ul style="list-style-type: none"> • Tayammum • Being Fair • Qiyama

Week No.	Suggested teaching topics
14	<ul style="list-style-type: none"> • Salaa • Qiyama • Dangers of social networking sites
15	<ul style="list-style-type: none"> • Salaa • Ghusl • Dangers of some computer games
16	<ul style="list-style-type: none"> • Salaa • Explanation of Ziyara & benefits of visitations • Importance of not wasting time
17	<ul style="list-style-type: none"> • Salaa • Do not Abuse • Dress code - Hijab
18	<ul style="list-style-type: none"> • Importance of good deeds • Salaa • Keeping a diary
19	<ul style="list-style-type: none"> • Salaa • Time management – revolving around salaa times

Week No.	Suggested teaching topics
20	<ul style="list-style-type: none"> • Salaa • Doing their best at everything • Time management – revolving around important dates
21	<ul style="list-style-type: none"> • Salaa • Duas for Qunoot • Time management
22	<ul style="list-style-type: none"> • Duas for Qunoot • Salaa • Importance of practicing knowledge
23	<ul style="list-style-type: none"> • Salaa • Duas for Qunoot
24	<ul style="list-style-type: none"> • Respect of Parents • Duas for Qunoot • Salaa
25	<ul style="list-style-type: none"> • Furu • Respect of neighbours • Revise eating manners - Halal & Haram food

Week No.	Suggested teaching topics
26	<ul style="list-style-type: none"> • Haydh/Istihadha - girls • Duas for Qunoot • Furu - Khums
27	<ul style="list-style-type: none"> • Fiqh terminology • Furu - Hajj • Ta'qibat
28	<ul style="list-style-type: none"> • Fiqh terminology • Salaa & Ta'qibat • Furu – Zakaa
29	<ul style="list-style-type: none"> • Process of life - discussion • Sadaqa • Zakatul Fitr • Furu
30	<ul style="list-style-type: none"> • Process of life discussion • Recommended acts when a baby is born • Asmaul Husna
31	<ul style="list-style-type: none"> • Asmaul Husna • Not to be wasteful • What to read when someone dies

Week No.	Suggested teaching topics
32	<ul style="list-style-type: none"> • Asmaul Husna • Process of life discussion
33	<ul style="list-style-type: none"> • Asmaul Husna • Process of life discussion • Time management – Suratul ‘Asr
34	<ul style="list-style-type: none"> • Time management – Suratul ‘Asr • Asmaul Husna • Salaa
35	<ul style="list-style-type: none"> • Self esteem • Asmaul Husna • Salaa
36	<ul style="list-style-type: none"> • Concept of Tawba • Asmaul Husna
37	<ul style="list-style-type: none"> • Discuss importance of niyya before doing anything • Ziyara Waritha
38	<ul style="list-style-type: none"> • Revise concepts taught throughout the year
39	<ul style="list-style-type: none"> • Revise topics covered throughout the year
40	<ul style="list-style-type: none"> • Go over topics covered

QSCHOOLS LESSONS – YEAR 6 (10 - 11 yrs)

Week No.	Suggested teaching topics
1	<ul style="list-style-type: none">• Tawheed• Importance of learning
2	<ul style="list-style-type: none">• Lunar months – Important aspects• Tawheed.• Manners of a student
3	<ul style="list-style-type: none">• Lunar months - moonsighting• Tawheed• Importance of a teacher
4	<ul style="list-style-type: none">• Buloogh• Adala - Accountability
5	<ul style="list-style-type: none">• Buloogh• Adala – good & evil• Adhan & Iqama
6	<ul style="list-style-type: none">• Buloogh• Nabuwwa• Manners of talking

Week No.	Suggested teaching topics
7	<ul style="list-style-type: none"> • Taqleed • Imama • Anger management
8	<ul style="list-style-type: none"> • Najasa & tahara • Imama • Interfaith
9	<ul style="list-style-type: none"> • Najasa & Tahara – Personal hygiene • Interfaith • Imama
10	<ul style="list-style-type: none"> • Wudhoo • Haydh/Istihadha (girls) • Istibra (boys) • Intro to Risalatul Huquq
11	<ul style="list-style-type: none"> • Jabira Wudhoo • Haydh/Istihadha (girls) • Intro to Risalatul Huquq
12	<ul style="list-style-type: none"> • Tayammum • Respect of others

Week No.	Suggested teaching topics
13	<ul style="list-style-type: none"> • Tayammum • Salaa • Qiyama
14	<ul style="list-style-type: none"> • Salaa • Qiyama • Dangers of social networking sites
15	<ul style="list-style-type: none"> • Salaa • Ghusl • Dangers of some computer games
16	<ul style="list-style-type: none"> • Salaa • Explanation of Ziyara & benefits of visitations • Importance of not wasting time • Ziyara Waritha
17	<ul style="list-style-type: none"> • Salaa • Dress code – Hijab • Ziyara waritha

Week No.	Suggested teaching topics
18	<ul style="list-style-type: none"> • Importance of good deeds • Dress code • Salaa • Keeping a diary
19	<ul style="list-style-type: none"> • Salaa • Time management – revolving around salaa times
20	<ul style="list-style-type: none"> • Salaa • Doing their best at everything • Time management – revolving around important dates
21	<ul style="list-style-type: none"> • Salaa • Duas for Qunoot • Time management
22	<ul style="list-style-type: none"> • Duas for Qunoot • Salaa • Importance of practicing knowledge
23	<ul style="list-style-type: none"> • Salaa • Duas for Qunoot

Week No.	Suggested teaching topics
24	<ul style="list-style-type: none"> • Respect of Parents • Duas for Qunoot • Salaa
25	<ul style="list-style-type: none"> • Furu • Salaa • Respect of neighbours • Food
26	<ul style="list-style-type: none"> • Duas for Qunoot • Furu - Khums
27	<ul style="list-style-type: none"> • Fiqh terminology • Furu - Hajj • Ta'qibat
28	<ul style="list-style-type: none"> • Fiqh terminology • Salaa & Ta'qibat • Furu – Zakaa
29	<ul style="list-style-type: none"> • Process of life - discussion • Sadaqa • Zakatul Fitr • Furu

Week No.	Suggested teaching topics
30	<ul style="list-style-type: none"> ● Process of life discussion ● Recommended acts when a baby is born ● Asmaul Husna
31	<ul style="list-style-type: none"> ● Asmaul Husna ● Not to be wasteful ● What to read when someone dies
32	<ul style="list-style-type: none"> ● Asmaul Husna ● Process of life discussion
33	<ul style="list-style-type: none"> ● Asmaul Husna ● Process of life discussion
34	<ul style="list-style-type: none"> ● Asmaul Husna ● Salaa ● Knowing the qualities of those loved by Allah from the Qur'an
35	<ul style="list-style-type: none"> ● Self esteem ● Asmaul Husna ● Salaa ● Ziyara Ashura

Week No.	Suggested teaching topics
36	<ul style="list-style-type: none"> • Concept of Tawba • Asmaul Husna • Ziyara Ashura
37	<ul style="list-style-type: none"> • Discuss importance of niyya before doing anything • Ziyara Ashura • Selflessness & selfishness
38	<ul style="list-style-type: none"> • Revise concepts taught throughout the year
39	<ul style="list-style-type: none"> • Revise topics covered throughout the year
40	<ul style="list-style-type: none"> • Go over topics covered

APPENDIX

APPENDIX: LESSON PLANS – INFANT SECTION

Belief	Key ideas	Teaching Methodologies/ Possible activities
Kalima	Recitation and explanation	Kalima Activity sheet
Tawheed	Link in with Kalima First root of Religion – Purpose of roots <ul style="list-style-type: none"> • Who is Allah? • I cannot see Him • Suratul Ikhlas 	Draw a tree and label the roots Worksheets – Allah’s creation Discuss – the children as creation of Allah
Adala	Putting everything in its right place	
Nabuwwa	Link with Kalima – Prophet Muhammad (pbuh) <ul style="list-style-type: none"> • Salawat 	

<p>Imama</p> <p>Qiyama</p>	<p>Meaning of Nabuwwa</p> <ul style="list-style-type: none"> • Messages received from Allah through the special angel (Jibrail) • Importance of passing the message as it was received <p>How many sent</p> <p>First & last Prophets</p> <ul style="list-style-type: none"> • Shaytan (Link with Prophet Adam (pbuh)) <p>Ulul Azhm Prophets</p> <p>Concept of Imama / Ghadeer</p> <p>Names of Aimma</p> <p>Concept of Qiyama</p> <p>Analogy – Report day at school</p>	<p>Game of Chinese whispers</p>
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Pre-requisites of Salaa	Key ideas	Teaching Methodologies/ Possible activities
Najasa & Tahara	<p>Introduce the main items that are najis.</p> <ul style="list-style-type: none"> • Ways of making najis thing tahir • Difference between tahir and clean <p>Manners and tahara in the toilet</p>	
Introduction to Wudhu	<p>Apart from pre-requisite for Salaa, other times when doing Wudhu is mustahab.</p> <p>Step by step actions of wudhu.</p>	Wudhu worksheet – Labelling the sequence
Qibla	<p>Ka’ba & location</p> <ul style="list-style-type: none"> • Ways of locating Qibla • Mihrab 	

Place for Salaa	<p>Etiquette – permission of owner of place where you want to pray</p> <p>Masjid & importance</p> <p>Places where makruh to pray</p>	
Clothes for Salaa	<p>Importance of tahir clothes</p> <p>Acceptable & unacceptable clothing for salaa</p>	
Times for Salaa	<p>Introduce the names of the five daily salaa and the number of rakaat in each</p> <ul style="list-style-type: none"> • Brief detail of the times of each salaa using the sun as a guide 	

Salaa	Key ideas	Teaching Methodologies/ Possible activities
Adhan & Iqama	<p>Introduction</p> <ul style="list-style-type: none"> • In some countries it is recited loudly • Minarets <p>Recitation and meaning</p> <p>Differences between the two</p>	<p>Story – The first Mu’adhin</p> <p>Adhan worksheet</p>
Salaa	<p>Introduction</p> <ul style="list-style-type: none"> • Simple understanding of why we pray 	<p>Story – Salaa! – Importance of salaa</p> <p>Worksheet – Sequence of actions of salaa</p>
Salaa Actions	<p>Actions & Recitation</p> <ul style="list-style-type: none"> • Takbiratul Ihram • Qiyam • Ruku – Diff between boy & girl • Sijda – 7 parts to touch the ground <p>Introduction to duas for Qunoot</p>	

	<p>Ta'qibat</p> <ul style="list-style-type: none">• Meaning• Tasbee – Link with Sayyida Fatima (pbuh) <p>Sajda of thankfulness</p> <p>Ziyara</p>	<p>Concept of dua</p> <p>Tasbee worksheet</p> <p>Story – “First sajda if shukr”</p>
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A day in the life of a Muslim child	Key ideas	Teaching Methodologies/ Possible activities
<ol style="list-style-type: none"> 1. Getting up. 2. Visiting the toilet. 3. Washing in the bathroom, doing Ghusl of Jumu'a on Friday. 4. Doing Wudhoo. 5. Praying Fajr, Dhuhr, 'Asr, Maghrib & Eisha salaa (namaz). 6. Reading Qur'an. 7. Attending school / madrasa. 8. Eating & drinking. 9. Playtime. 10. Doing homework. 11. Helping mummy & papa. 	<ul style="list-style-type: none"> • Waking up <ul style="list-style-type: none"> • Etiquettes of waking up • Alhadu lillah wallahu Akber • Greeting family with salaam • Discuss salaam • Brushing of teeth • Toilet manners • Bathroom manners <ul style="list-style-type: none"> • Special shower on Friday (Ghusl intro) • Simple demonstration of how to do ghusl • Eating manners <ul style="list-style-type: none"> • Halal and haram food • Washing of hands before and after • Start with Bismillah and end with Alhamdu lillah 	<p>Extension work:</p> <ul style="list-style-type: none"> • Angels who watch over us all the time • Allah's Secret video camera <p>Worksheet on toilet manners</p> <p>Have a sketch of two people eating, one with bad manners & one with good manners and discuss the differences. Story – Shaytan vomited</p>

<p>12. Reciting Dua.</p> <p>13. Attending the Masjid/Imambada for the Weekly programmes, Eids, Ramadhan, Muharram, Wiladat and Wafat of Ma'sumeen.</p> <p>14. Fasting in Ramadhan.</p> <p>15. Reading about, praying and thinking of the Muslim Umma.</p> <p>16. Going to bed.</p>	<ul style="list-style-type: none"> • Pinch of salt before eating and benefits • Respect for parents • Manners in the Imambara • Guest of the Ahlul Bayt • How to behave in the Imambara • When tabarruk is served • Classroom Manners • Sharing & friendship • Manners of sleeping • Introduction of terms such as Jazakallah, Insha'Allah, Masha'Allah and Fiy Amanillah 	
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Lunar months	Key ideas	Teaching Methodologies/ Possible activities
Phases of the moon	The special we follow – Lunar calendar New moon	
Birthday	Working out the month the children are born in	
Names of each month		Memorising the names of the month using rhymes Worksheet – comparing solar & lunar calendars
Talking about each month in relation to an event	Muharram/Safar – Sad months, Story of Karbala Rabi ul Awwal – Birth of Prophet (pbuh) Month of Ramadhan – Special month, fasting Dhulhijja – A’yaad, Hajj	Worksheet – creating own lunar calendar and highlighting the month of birth, month of Ramadhan, etc

Islamic History

At this age, teaching about Prophets and the Ahlul Bayt is usually done in the form of stories from their lives and worksheets.

Akhlaq

Also taught and discussed in the form of stories, mainly from the lives of the Ahlul Bayt

APPENDIX 2: LESSON PLANS – JUNIOR / SENIOR

Lesson no. & Resources ref.	Objective	Lesson Plan
1	To understand the concept of Usool and Tawheed	<p>Importance of roots to a tree. Discuss each of the functions of the roots - anchorage, absorption and conduction of water and dissolved minerals, food storage..... Primary & secondary roots The concept that the well being of the whole tree depends on the strength of the roots be it a sapling or an old oak. Discuss how roots are influenced by gravity and inherently grow downwards.</p>
2 & 3		<p>Tawheed has various stages - start with the first - Tawheed in Ibada'. Explain that the importance of niyya in our ibada' discussing it in detail. We are constantly reminding ourselves why we pray, fast....</p> <ul style="list-style-type: none"> • The importance of salaa emphasising that plasticising tawheed begins with Salaa. • Go over the positions and recitations of salaa explaining each one - Ayatullah Khomeini's book 'Worship and self

		development' translated by Laleh Bakhtiar has a chapter on salaa and an explanation of the 'whys' of each action and recitation.....
4		<p>2nd stage – TAWHEED FIS SIFAAT.</p> <p>To recognise the greatness of Allah? We have through the first stage of tawheed acknowledged that we do ibada only from him but when we say Allahu Akber - Allah is greater than anything/anyone.../ how do we know.</p> <p>Explain the 3 main qualities through which all others branch out - Al-Hayy (Ever living); Al-Aalim (All-Knowing) and AL-Qadir (Power/control over everything)</p> <p>Usage of words such as Masha'Allah, Subhan'Allah when we see things around us that remind us of Allah.</p> <p>Discuss some of the attributes and their meanings with appropriate anecdotes, stories....</p> <p>Thinking of the appropriate attribute Bismillah is recited... e.g. if we were to recite Bismillah,,, before designing something maybe we would think of the name/attribute - Al-Musawwiru (The Designer), before sporting activities maybe - Al- Qawi (The Powerful).</p> <p>Explain that tawheed means implementing the names in our lives</p>

		for they provide an infra-structure for human akhlaq - "Takhallaqu bi akhlaqillah" (Adopt the akhlaq of Allah).
6		<p>The third stage of Tawheed is TAWHEED IN THAT NONE CAN ORDER OR FORBID EXCEPT ALLAH.</p> <p>Discuss Allah - The Creator and Taqwa</p> <p>Discuss Taqwa</p> <p>In essence understanding this concept of believing Allah is the Creator (and therefore one who knows best as to how we work) is the basis of taqwa – A muttaqii being one who performs the wajibaats and refrains from the muharramaat.</p>
7		<p>The fourth stage of Tawheed is NONE CAN GIVE BENEFIT NOR DEPRIVE EXCEPT ALLAH.</p> <p>This goes hand in hand with the 5th stage which is TRUSTING NONE BUT ALLAH.</p> <p>To do our best in whatever we do and then handing over the reins to Allah - Mention the dua recited after Fajr Salaa where we tell Allah at the beginning of the day ...wa ufawwidhu amriy</p>

		<p>ilallah.. (I entrust my affairs to Allah)</p> <p>The secret is to always think ...it WILL have a good result... rather thanit MIGHT have a good result.. as long as I know that it was right, the niyya was right and I tried my best.</p>
8		<p>Continuing with tawheed - the 6th stage is TAWHEED IN 'AMAL (DEEDS).</p> <p>Introduce the terms - Riya' and Suma'</p> <p>Have a discussion on revolving our lives around Allah.</p> <p>Further the discussion into the best of 'amal instilling that ISLAM is but only to obey the Creator and serve His creation - All deeds must be towards these goals.....</p> <p>Ask the students to ask themselves every night the following questions :</p> <p>Is anybody happier because you passed his/her way?</p> <p>Does anyone remember that you spoke to him/her today?</p>
9		<p>The final stage is TAWHEED FIL MUHABBA WAL MUWADDA (Tawheed in total devotion to none but Allah).</p>

		<p>Discuss the concept of love – Everything we do is based on love – Discuss the following hadith of Imam Husayn (pbuh)- “...The most generous of human beings is the one who gives to someone in need who cannot return the kindness and the most forgiving is the one who forgives despite possessing the power to retaliate...Allah takes away the sorrow and darkness of the world and the hereafter from everyone of you who brings relief to a suffering soul.. for Allah loves the muhsineen.” (Kashf al gumma vol ii Al- Irbili)</p>
10	Adala	<p>Discuss the second root – ADALA</p> <ul style="list-style-type: none"> • The literal meaning of the word • Fairness <p>Senior</p> <p>Discuss the nine aspects of Adala</p> <p>Discuss the question addressed to Imam Musa Al-Kadhim: “Is mankind free in their actions?”</p> <p>Concept of evil and of variation.</p>
11	Nabuwwa	<p>Discuss the difference between Rasul and Nabi</p> <p>Role of a Prophet</p> <p>Books of Guidance sent</p>

		Duties of a Prophet with Qur'anic references.
12	Imama	<p>Discuss the necessity of Imama</p> <ul style="list-style-type: none"> • Ghadeer • Appointment of an Imam using Qur'anic reference <p>Qualities of an Imam</p>
13	Qiyama	<p>The fifth root of religion, introduce the concept of Qiyama. Discuss the different aspects relating to Qiyama mentioned in the Qur'an.</p> <p>Briefly talk about the stages leading up to the Day of Qiyama:</p> <ul style="list-style-type: none"> • Death • Barzakh • Raj'at <p>Analogy of the day of Qiyama like a record day at school. Introduce the concept of Janna and Jahannam.</p>

APPENDIX 3: SAMPLE LESSON PLANS – VARIOUS TOPICS

Schemes of Work categorised by topics for Junior & Senior sections

Suratu Yasin

Suratul Jumua

Suratul Fajr

Suratush Shams

Suratudh Dhuha

Aya 3:31 – Risalatul Huquq

Sahifatus Sajjadiyya

Taqwa & the power of words

Dua Tawassul

Tawheed

The Human Being

The Qur'an

Jihad

Imam Mahdi (pbuh)

“Only for Allah” based on aya 6:162

Inscription on the 7 doors of Jahannam

Calendar Events

Month of Ramadha

SCHEMES OF WORK – SURATU YASIN

Lesson no	Suggested lesson plans
1	<p>1. Discuss the functions of a heart - it's physical role in the circulatory system keeping every part of the body nourished... It's emotional role which seeks harmony, peace, contentment and love.</p> <p>2. Introduce the aya of Qur'an - 13:28 and discussing 'remembrance of Allah', and the meaning of 'contentment of the hearts'. What is their concept of remembrance of Allah? Why do we seek contentment in every aspect yet being dynamic moving entities?</p> <p>3. There is a heart for everything and Surat Yaseen is the heart of the Qur'an. The word qalb meaning 'heart; is from the Arabic word Qalaba which literally means to turn. It is the entity whose nature is to turn. It should turn towards Allah and not get attached to anything /anyone. For if it is attached , it will get broken by death no matter what it is set on . A heart is not a qalb if it is not turning solely around Allah. Talk of the Ka'ba and tawaf and its significance. Maybe an example of the old record players can be given where if there was an obstruction on the record, it would play the same part again and again and not move forward. To spiritually move forward everything must be for His pleasure. A narration I have heard from the mimbar as a child comes to mind - Imam Ali (pbuh)once asked Sayyida Zaynab (pbuh) whether she loved him. She replied in the affirmative. "Do you love Allah?" he said. His young daughter said" Yes!" He asked her - "Zaynab ! Two loves and one heart?" She replied that she</p>

	<p>loved him because she loved Allah. Ask the students to think about the profundity of this narration and write their thoughts on it? If they loved their parents because they loved Allah, how would it change their attitudes towards their parents?</p>
2	<p>Begin with the name of the sura - 'Yaseen'. Some mufasssireen (refer to commentary by SV Mir Ahmed Ali) say it means 'O perfect human being' referring to the Prophet (S.A.W.). Discuss the concepts of 'perfect' and 'complete'. In his book Perfect Man by Murtadha Mutahhari, the subject is discussed - (an extract below)</p> <p>"....complete is a horizontal progress to a maximum development and perfect is perpendicular climb to a maximum degree possible. When we speak of 'perfect wisdom or knowledge', it refers to a higher degree of an already existing wisdom or knowledge. A man may be complete in the horizontal sense, without being perfect perpendicular wise....."</p> <p>Talk of how an example must be perfectly perfect relating it to aya 33:21 (Indeed for you in the messenger of Allah is an excellent example..)</p> <p>Discuss role models - look at every aspect from clothes to morality – in essence what are we looking for? Refer to aya 3:31 ("Say! If you love Allah then follow me (Prophet Muhammad (S.A.W.), Allah will love you and will forgive your sins, Indeed Allah is Forgiving, Merciful.")</p>
3	<p>1. The next three ayaat confirm that the 'perfect human being' - the Prophet (pbuh) is one sent by Allah. Discuss - "I swear by the Qur'an full of wisdom". Human beings swear to prove their truthfulness - Allah is Truth itself. Ask the students to find out all the ayaat where " I swear by..." is used. Explain that it is to stress the importance of that which He swears by. Maybe they could look up all that which Allah swears by..</p> <p>Have a discussion on wisdom - what wisdom do they 'gain' from the Qur'an in order to be able to follow the perfect role model provided -</p>

	<p>2. There must be first an inherent 'wanting' to follow - a niyya - and a firm niyya requires a reason which the conscience can identify and agree with.</p> <p>A hadith by Imam Al-Baqir (A.S.): "Intention is superior to action, or rather intention is the complete reality of the act itself"</p> <p>The aya - "on the right path" is the reason for all of us are programmed to want to be right/perfect. Discuss the ayaat we read in Suratul Fatiha every day at least 10 times - ".ihdinas siratal mustaqeem; siratal lazhiina an'amta alayhim ghayril maghdhubi alayhim wa ladh dhaalleen....."</p>
4	<p>Ayaat 5 & 6</p> <p>Sent down by the All Mighty , the All Merciful.</p> <p>That you may warn a people whose fathers were not warned, so they are heedless.</p> <p>People who are not warned become heedless (forgetful, and distracted). The people referred to in this aya were moving in a wrong direction and going towards the wrong target (goal). They were worshipping habits and traditions (which their fathers and forefathers used to do). For something like six to seven hundred years the culture in Arabia had remained fixed & stable.</p> <p>One of the human being's biggest enemies is habits and traditions.</p> <p>Heedlessness (Ghaflat) arises because of :</p> <p>(i) Ignorance : Knowledge brings security making the heart content. e.g. much of any trouble is blown away once one knows why it occurred in the first place.</p> <p>(ii) Habits</p>

	<p>Discuss habits associated with culture and tradition (both the 'eastern' and 'western'. Maybe a list of the right and wrong traditions, habits.. emphasising that only those traditions, habits.. which are in the framework of Sharia' are acceptable.</p> <p>When this subject was taught, we found that this particular topic extended over 3 - 45minute lessons. Investigations into the origin of various traditions and habits ensued and the students produced lots of thought provoking discussions. e.g I remember in particular the discussion on sadaqa - some parents insisted on circulating the coins over their heads for it to be valid, tying coins around the steering wheel of the car to be safe....</p>
5	<p>SENIOR LESSON PLAN 5</p> <p>Ayaat 7, 8, 9 & 10</p> <p>7." Certainly the word has proven true to most of them, so (even then) they do not believe."</p> <p>8." We have placed chains on their necks reaching up to their chins, so they hold their heads up high."</p> <p>9. "And We have put a barrier in front of them and a barrier behind them, then We have covered them over so they do not see."</p> <p>10. "It is the same to them whether you warn them or you do not warn them, they do not believe."</p> <p>Continuing from the previous week, talk about how heedlessness brings about a state where one brushes aside a message (word) even though it hits home as the truth.</p>

	<p>Discuss how the chains referred to in Aya 8 are the chains of desires and expectations . The more selfish these expectations and desires the more one gets stick in a rigid position. Just like a caterpillar we weave ourselves into suffocating cocoons with selfishness, arrogance....etc...</p> <p>When Allah created Adam (A.S.), Shaitan thought 'I am better than him ' , and lifted his chin which resulted in his downfall. Whenever arrogance raises its head it hides insecurity .</p> <p>The nexy aya Continues the description of the people in chains, following their old habits, desires, and selfish expectations their hands too are enslaved to 'themselves' and are not free to act and open up to the 'message' of Allah.</p> <p>As a result of their self enslavement they have made themselves blind. All the visible signs are available but they do not see them. They blame everything on someone or something else....</p> <p>Discuss the constant admonitions of the ma'sumeen to examine ourselves daily - Am I caccooning myself? Who do I act the way I do? Am I making excuses because I cannot face the truth? because.. not even a true clear warning will get through selfishness and self imposed limitations. Physical idols are easy to destroy but it is the subtle idols of position, power, reputation..... that are difficult to do away with.</p>
6	<p>Ayaat 11 & 12</p> <p>11. Indeed you (can) only warn someone who follows the reminder and fears the All-Merciful (Allah) even though He is Unseen , so give him the good news of forgiveness and a generous reward.</p> <p>12. We bring the dead to life, and We write down what they have sent ahead, and their footprints (the marks which they leave behind) , and We have recorded everything in a clear register</p>

The reminder in aya 11, we are told is the Qur'an. It is Allah's wisdom manifested in language that we are allowed to comprehend. We are asked to follow the instructions provided by our 'manufacturer' in order to realise our full potential - to actualise His will. Discuss their usage of the Qur'an referring to Lesson Plan 3. Point out that remembrance means the knowledge of something that we already know. The Prophet (pbuh) has said :

"Every child is born on the 'fitrah' of ISLAM".

All of us are inherently aware of the 'truth'. It is inbuilt within us. It is covered up and we need to peel the layers... Explain that the first step is to acknowledge this concept....

The phrase 'generous reward' invoked quite a lively discussion

In Suratul Anfal :24 Allah says :

"O you who believe ! Respond to Allah and His Messenger when he calls you so that you may live"

The aya is addressed to the living but it implies to the conscious . Through our actions we leave behind it's effects. If we have left a good 'track' behind us it will facilitate the journey of life for those after us but if we leave a 'crooked' track then who ever comes after will have to cope with it. It is the track of light that a 'martyr' leaves behind which gives him/her life - Qur'an 2:154

Relate to the aya of a good word like a good tree in Suratu Ibraheem.....

Everything in the existence of each one of us is counted, measured, and recorded in a register. Nothing can escape! Modern physics has taught us that no substance truly disappears - it only changes form - that matter is another form of energy. With spiritual substances it is even more so – no deed, no gesture, is lost - (refer to Suratuz Zilzal)

A discussion on 'death' and 'life after life' rather than 'life after death' will enhance the

	understanding of aya 12.
7	<p>Ayaat 13 - 32 (Rukoo 2) (Rather lengthy and may take more than one lesson but it will help if it is done as one session)</p> <p>13. And set out a likeness (example) for them - the people of the town when the messenger came to it.</p> <p>14. When We sent to them two, but they rejected both of them , so We strengthened them with a third , then they said : "Indeed we are messengers sent to you !"</p> <p>15. They said : "You are nothing but humans like us , nor has the All Merciful revealed anything - you are only lying !"</p> <p>The reference is said to be to the people of Antioch , one of the most important cities of Northern Syria . It was a Greek city founded by one called Seleuces Nicator (a successor of Alexander) in memory of his father Antiochus.</p> <p>Prophet Isa (pbuh) had sent his disciples John & Jonah to deliver the message of Tawheed. As they approached the city they asked a shepherd who asked them who they were. They introduced themselves and the shepherd asked them to prove their identity. They told him of the miracles that Prophet Isa (pbuh) performed. The shepherd took them to his sick son whom no physician could cure. The disciples prayed to Allah and the shepherd's son was cured. The shepherd accepted their message . A lot of sick people in the city of Antioch were cured . The king who was an idol worshipper imprisoned the two disciples when he heard of their message of Tawheed. Prophet Isa (pbuh) when hearing about the imprisonment sent another of his disciples - Simon As-Safi . Simon came to city and befriended the king hiding his faith. When he had enough confidence of the king he asked about John and Jonah. He told the king</p>

to ask them about their beliefs. This the king did and when related about Prophet Isa (pbuh) and the miracles that he performed .

Simon asked the king whether the gods he worshipped could perform the same miracles like curing the sick. The king laughed and said : "Simon! how do you expect these things from idols that neither speak nor hear ?"

Simon then asked the king why he did not accept the faith of John & Jonah whose God had great powers. The king accepted but his people still rejected the messengers saying that they were mere human beings like them and were lying.

16. They said : "Our Lord knows that we are truly messengers sent to you."

17. And on us is only the clear deliverance (of the message).

They were so firm in their faith that it was enough for them to have God as a witness to their fulfilling their duty.

18. They said : "We see the bird of evil omen with you - if you do not stop we will stone you , and we will afflict you with a painful punishment."

The Arabs, because they lived in the desert had little ecology and the appearance of various animals especially birds was regarded as an omen .

19. They said : "Your bird of evil omen is with you. What ! even if you are reminded? Nay ! but you are a wasteful (extravagant) people !"

They were told by the messengers that they were the cause of 'their evil omen'.

This is one of the corner stones of Yaseen - Discuss that a human being is his/her own doom;

he/she is the dictator of his/her own future by his/her intentions, thoughts, & actions.

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20. And from the farthest part of the city came a man running ; He said : "O my people ! Follow the messengers !"

When the people of the city rejected the message of Tawheed, Habib An-Najjar (Habib the Carpenter) who is popularly known as Mu'min e Aale Yaseen came running urging the people to obey the messengers.

Discuss how each one of us has his/her own Habib- a voice which from carries the heart which says : "Listen ! the message is true !" Introduce the different states of the nafs - Ammara, Lawwama & Mutmainna.

21. Follow him who does not ask any reward from you, and they are rightly guided.

Here there is the definition of a true messenger. There are two conditions :

1. The first is that he does not ask nor expect any reward for it.
2. The second is that they are rightly guided.

22. And why should I not serve Him who brought me into existence - and to Him will you all be brought back.

As Habib, the voice in our heart says how could it be possible to serve anyone other than the one who brought us into existence and to Whom we will return.

23. Should I take gods besides Him whose intercession could not help me in any way if the All Merciful wants to afflict me with harm, nor could they deliver me ?

What is the point of worshipping any other god who in no way can assist us if Allah wished to afflict us neither could they harm us if we were in Allah's protection.

24. Indeed then I would be in clear error.

If we were to worship anything or anybody however attractive or seemingly powerful other than Allah we would clearly be at a loss.

25. Certainly I believe in your Lord, so hear me !

This refers to what Habib An Najjar said to the messengers whom his people refused to follow. The inner voice in everyone calls out "Hear me !"

26. It was said : "Enter Janna!". He said : "O (I wish) that my people would have known -

27. With what my Lord has forgiven me , and placed me amongst the honoured ones.

Habib e Najjar was stoned and killed by his people and then buried in the market place of Antioch. His nafs was asked to enter Janna but even then he remembered his people wishing that they would recognise the knowledge of entry to Janna.

Discuss 'selflessness'

28. And We did not send down upon his people after him armies from heaven , nor do We ever send them down.

29. It was nothing but a single shout, and behold ! They were extinct.

A sudden calamity befell the people who killed Habib An Najjar.

When the end comes, it is a sudden jolt and everything stops and it is no longer possible to

	<p>take any action.</p> <p>30. Alas for the slaves! A messenger does not come to them but that they mock him. Allah here calls everyone slaves. We are all His slaves . Here it is Alas for those who refuse to recognise their slavery to Allah and are the slaves of their desires. They cheat themselves for every time a messenger comes from Him they abuse & mock him and his message. If we reflect we must not belittle anything - the tiniest of creatures - germs are our strongest enemies.</p> <p>31. Have they not seen how many generations We destroyed before them? They will not return to them.</p> <p>32. But all of them shall certainly be brought before Us !</p>
8	<p>33. And a sign to them is the dead earth - We give life to it and bring forth grain from it so they eat of it.</p> <p>34. And We make gardens of palm trees and grapevines in it ; and We make springs flow forth .</p> <p>35. So they may eat the fruit of it , and their hands did not make it – so will they not be grateful ?</p> <p>Discuss how Allah gives different signs- one after the other. The earth which for all intent and purposes seems to be dead in one season suddenly produces life in another; a sign to those who disbelieve in the resurrection....</p>

Talk of date palms and grapevines - why these in particular? Ask the students to find out the peculiar qualities of these, their benefits.....

However much the human being may prepare the soil and sow the seed or plant the tree; but only with Allah's help does he/she succeed in obtaining any produce from the earth. Discuss incidents in life where everything goes wrong and then suddenly it's made all right...

36. Glory be to Him who created pairs of all things of what the earth grows, and of their kind and of what they do not know.

Glorification comes after thankfulness (previous aya). If we are in gratitude then only can we exalt...

Everything created is based on pairs. The aya points out the existence of pairs even beyond the realm of the plant and animal kingdom..

37. And a sign to them is the night - We draw from it the day. Then behold! They are in the dark.

It is a good point to discuss opposites - night and day, knowledge and ignorance, belief and unbelief, life and death.....We recognise everything by seeing it's opposite.....

38. And the sun runs on a term appointed for it - that is the measured decree of the Mighty, the All Knowing.

Everything is according to a pattern. There is no haphazard chaos, but according to a programmed pattern. Discuss timetables, regularity, organisation of life...

	<p>39. And the moon; We have appointed stages (phases) for it until it returns like an old shrivelled palm branch. The moon has an enormous effect on the balance of things in the world - plants and their cycles, ocean tides, mankind.....It rises and sheds its power and usefulness, then ends up like a shrivelled branch. Everything has a cycle by nature , including man. He moves from the stage of weakness to that of physical strength , and then back to weakness.</p> <p>40. It is not for the sun to overtake the moon, nor does the night outstrip the day; They each float in an orbit. Every system works according to it's laws. It interacts with another system without overcoming it or confusing it.</p>
9	<p>41. And it is a sign for them that We carry their offspring in the laden ship. The experience of a human being in his/her personal life is appealed to. We are invited to reflect upon travelling in the seas; the safety of the inhabitants of the ark of Prophet Nuh (pbuh), the carrying of a child in the womb.... Discuss how dependant on Allah we are, we cannot even guarantee that we will be able to walk out of the classroom....</p> <p>42. And We have created the like of it for them , which they ride upon. In the same way we are asked to reflect on things we ride on which support and sustain us.</p>

Muhiddin bin Arabi in his interpretation of 'like it' says that it is the Ark belonging to Muhammad (pbuh)referring to the famous hadith of the Prophet (S.A.W.):

"The like of my Ahlul Bayt is that of the ark of Nuh (A.S.), he who gets into it is saved and he who turns away from it is drowned and lost."

It is a good time to discuss this hadith and the concepts of Imama, ittiba'a and shafa'a.

43. And if We will, We can drown them , then there will be no helper for them nor shall they be rescued.

44. But by the mercy from Us, and as a comfort for a while.

45. And when it is said to them : 'Safeguard yourselves against what is in front of you and what is behind you , so that you may receive mercy '.

We are being admonished to reflect upon our past , know it's consequences and beware of the future guarding ourselves (having taqwa) against sins.

If we sincerely do this then Allah turns mercifully towards us; forgiving our sins and giving us the strength to amend our life for the future.

46. And there does not come to them a sign from the signs of their Lord but that they turn aside from it.

	<p>47. And when it is said to them -Spend out of what Allah has given you ; Those who disbelieve say to those who believe - Shall we feed him whom if Allah willed He could feed? You are in nothing but clear error !!!</p> <p>This is a general argument from the 'haves' when it comes to helping the 'have nots'. "Why does Allah not give them provision ?" " Why should we do it ?" They see themselves as separate beings. It is the arrogance of "I"ness. Discuss the ego and self love - difference between selfish love and selfless love - both are diametrically opposed. Selfish love is conditional love - selfless love is where we rise above our own needs.</p>
10	<p>48. And they say - When will the promise come to pass, if you are being truthful ? 49. They wait for nothing but a single shout which will overtake them while they are disputing. 50. Then they will not be able to make a will, nor shall they return to their families.</p> <p>They are at such a loss that they do not reflect that physically at the end of the whole journey of life , we end up under six feet of soil. The implication here may be the impact of death on an individual - creation ends when we die. At death we are what we left behind. All we have as capital is whatever we invested in our previous life. They cannot return to their families or what they are familiar with. The world has ended for them and there is no further possibility of action....</p>

Discuss death (Some material to start off the discussion are appended below*)

*"Every soul must taste death..."

Suratul 'Ankabut - 29:57

- everyone who is born carries with him/her the sentence of death. It is an inevitable event of one's existence and therefore it is only the heedless and foolhardy amongst us who will not prepare for death.

It is reported in Al-Amaali by Shaykh Saduq that one Qays ibn Asim visited the Prophet (pbuh) in Madina with a group of friends. He addressed the Prophet saying:

"We live in the desert and rarely come to the city. We would therefore like to make use of this opportunity and benefit from your well-spoken words."

The Prophet (pbuh) replied:

"Pride is followed by humiliation, life is followed by death, the world is followed by the aakhira....there is a reward for every good deed and a punishment for every evil deed.... O Qays! You have a friend and a companion who one day will be buried with you. When you are buried he will still be alive although you are dead. If your companion is noble and honourable, he will honour you, and if he is lowly and evil, he will trouble you. He will be resurrected with you and you with him - No questions will be put to you, they will be directed to him. Choose then, a worthy and righteous companion, for if he is righteous he will comfort you, but if he be wicked you will wish to run away from him in terror. That everlasting companion and friend is none other than your deeds."

- it is our deeds, the way we live our lives in the world that determines our death.

Mawlana Jalaalud Din Rumi says:

You who attempt to flee death in your fear,
It is yourself that you fear - use your intelligence!
It is your countenance that is ugly, not the visage of death;
Your soul is a tree on which death is the leaf.

"..Indeed we are from Allah and indeed to Him we will return."

Suratul

Baqara 2:156

There are only two things that are certain in one's existence. One is birth - as in the above aya - indeed we are from Allah - and the other is death - and indeed to Him we will return.

We prepare for the birth of a child, even calling the mother an 'expectant' mother but we do not call ourselves 'expectant' marhumeen even though the journey of death to the aakhira' is inevitable and unavoidable.

However, sooner or later, because of our old age or illness, or that of someone we love, or the news of the death of someone in the community we are forced to face the reality of death realising the need for preparation for the journey.

According to an old fable a man made an unusual agreement with Izraeel - the angel of death. He told Izraeel that he would be willing to accompany him (as though he had a choice) only if Izraeel would send him a messenger well in advance. The agreement was made. Weeks became months and the months into years. One bitterly cold night, as the man sat alone thinking of his success in life, Izraeel tapped on his shoulder. "You are here to soon" the man cried out. "You sent no messenger. I thought we had an agreement!".

	<p>Izraeel whispered "Notice your hair, once it was full and black, now it has streaks of silver in it!. Observe your face in the mirror and see the wrinkles. Yes! I have sent many messengers through the years! I have kept my part. I am sorry that you are not ready for me but the order of Allah cannot be averted!"</p>
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SCHEMES OF WORK – SURATUL JUMUA

Lesson no.	Topics For Lesson	Teaching tips
1	Recitation of Suratul Jumu'a and memorisation Understanding of 1 st aya	AL-Malik AL-Quddoos Understanding through stories
2	Recitation of Suratul Jumu'a and memorisation. Understanding of 1 st aya	Al-Azeez Al-Hakeem Understanding
3	Recitation of Suratul Jumu'a and memorisation. Understanding of 2 nd aya	Rasulullah (pbuh)answer to dua of P Ibraheem (pbuh)Concept of dua
4	Recitation of Suratul Jumu'a and memorisation. Understanding of 2 nd aya	Rasulullah (pbuh)4 duties fulfilled – Recitation of book, purification, teaching, wisdom..,
5	Recitation of Suratul Jumu'a and memorisation. Understanding of 2 nd aya	The Qur'an – basic details, learning skills.....
6	Recitation of Suratul Jumu'a and memorisation.	Message of Qur'an for all times. Example through Qur'an and science.

	Understanding of 3 rd aya	
7	Recitation of Suratul Jumu'a and memorisation. Understanding of 4 th aya	Concept guidance (religion) being a fadhil (grace) and shukr
8	Recitation of Suratul Jumu'a and memorisation. Understanding of 4 th aya	Shukr done by utilising the guidance
9	Recitation of Suratul Jumu'a and memorisation. Understanding of 5 th aya	The Qur'an as a book of guidance – to be utilised
10	Recitation of Suratul Jumu'a and memorisation. Understanding of ayaat 6-8	Concept of death not being annihilation – Baqiyatus Saalihaat
11	Recitation of Suratul Jumu'a and memorisation. Explanation of aya 9	Importance of Jumu'a. Talk of Juma'tul Widaa to come
12	Recitation of Suratul Jumu'a and memorisation. Explanation of aya 10	Importance of Zhikr
13	Recitation of Suratul Jumu'a and memorisation.	Prioritising the aakhira in life

	Explanation of aya 11	
14	Recitation of Suratul Jumu'a and memorisation. Overall look at concepts of Suratul Jumua'	Discussion on lessons learnt from Suratul Jumua

SCHEMES OF WORK – SURATUL FAJR

Lesson no.	Topics For Lesson	Teaching tips
1	<p>Recitation of Suratul Fajr and memorisation</p> <p>Understanding of 1st aya</p>	<p>Discuss dawn as a new beginning. A new day. Islam saw the rebirth of the knowledge of Allah. Maybe talk about the new year and resolutions - A resolution is a promise. It is a promise that one makes to oneself!</p> <p>There are different kinds of resolutions. One sort of resolution has to do only with oneself. One might decide to recite more Quran, watch less TV, eat healthier food, pray salaa on time.... Other resolutions might involve family or friends. One could resolve to be more patient, to be more helpful towards parents, or not to get into fights with friends. Some resolutions are about school, community and the outside world, such as trying for better grades, or getting more involved with community activities.</p> <p>If one manages to keep these promises, it will make one feel better about oneself. So, it's important not to make wild resolutions that are too difficult to follow. Promises to oneself should not be too hard</p>

		to keep.
2	Recitation of Suratul Fajr and memorisation. Understanding of 2 nd aya	<p>Discuss the importance of certain dates like the first ten days of Dhulhijja as in this sura, the days of the months of Rajab, Shaban & Ramadhan, the ten day of Muharram, Eids, Friday.....</p> <p>Ask the students to make a list of the days and times that are important.</p> <ul style="list-style-type: none"> - The days that are designated as important by Allah have special vibes that enhance spiritual upliftment. – Wiladats and wafats serve as a remembrance of personalities just as birthdays are opportunities to tell someone how much they mean... <p>Make a wall planner for the class highlighting the important dates – let each child personalise the calendar by adding their birthdays etc....</p>
3	Recitation of Suratul Fajr and memorisation. Understanding of 3 rd aya	<p>Discuss the aspects of shafa’a and witr (even and odd). Talk about opposites in life – darkness and light, knowledge and ignorance, good and bad, black and white...</p> <p>We have been given choices – what choice would they make? Pose questions, situations where choices are to be made – e.g. The choices that Imam Husayn (pbuh)his family and friends made as opposed to the</p>

		<p>one that Yazid and his army made.....</p> <p>Take the discussion towards the only one choice – the way of tawheed – the only One Reality.</p> <p>Talk about Salatut Tahajjud which reflects this concept in the Salaa of Shafaa and Witr.</p> <p>With older students the concept of Shafaa may be addressed.</p>
4	<p>Recitation of Suratul Fajr and memorisation.</p> <p>Understanding of 4th aya</p>	<p>Discuss about the rotation of the earth that causes night and day. When the night departs – the awakening of dawn (light) appears. Talk about how knowledge, a new beginning – can only happen if we remove the darkness of ignorance – it means to make a change in oneself towards one’s full potential. Make a list of the benefits of chaging towards light from darkeness in the aakhira and in the dunya e.g. Janna, Ridhwanullah.... in the aakhira and in the dunya - knowledge, pro-activeness (do not need to be pushed but takes the initiative to do things by oneself), courage, unrestricted by the attitudes, behaviour and action of others.....To be one of those who do their best knowing it is according to the laws of Allah and then trust in Allah for they know that the outcome is always khayr</p>

		(good). In other words an individual whom as Imam Ali (pbuh)says – people want to be with when they are alive and cry for when they die.
5	Recitation of Suratul Fajr and memorisation. Understanding of 5 th aya	Summarise the 4/5 oaths which all lead towards the movement of the human being towards his/her full potential. Talk about movements – the seeds development into a tree, the human baby into an adult, the nafs progressing towards closeness to Allah. Stress the movement towards improvement, betterment and not regression.
6	Recitation of Suratul Fajr and memorisation. Understanding of ayaat 6-8	Tell the story of the people of ‘Aad and stress on the lessons drawn from it. e.g. <ul style="list-style-type: none"> Prophet Hud (pbuh)answered his nation's mockery with forbearance. His people used to say: "We regard you as foolish and we think you are a liar." He used to reply: "O my people! I am not foolish. I am a messenger from the Lord of the worlds. I am conveying to you the message of my Sustainer and I am a trustworthy advisor to you." We learn that when one is right and on the way of Allah; one is not bothered with

		<p>mockery and does not abandon his/her task by becoming distraught and agitated. He treats the spiritual patients with a lofty character and compassion. The distinguishing feature of his advice is that he does not ask the people for any recompense. "I do not ask you for any recompense in exchange for this advice. My recompense be granted by Allah."</p> <ul style="list-style-type: none"> • Prophet Hud (pbuh) encouraged his nation to believe in tawheed but they based their refusal in that nothing should be said against the traditions of their forefathers with regard to idol-worship. Talk about traditions and customs which have no basis e.g. unlucky No 13, 'touch wood'....etc....
7	Recitation of Suratul Fajr and memorisation. Understanding of 9 th aya	<p>Tell the story of the people of Thamud and Prophet Saleh. Again, look at the lessons learnt from the story.</p> <p>e.g. Although the camel was a sign of the truthfulness of the prophethood of Prophet Salih (pbuh), it was also a test for the nation of Thamud. "Indeed we are sending the camel as a test for them. Therefore wait for them and persevere," (54:27)</p>

		Discuss what sort of test it was and why the people did not want to agree to the conditions of sharing the water with the camel. Connect it with why we do not follow the laws of our Prophet (S.A.W.); and how we react when we are tested with losses etc....
8	Recitation of Suratul Fajr and memorisation. Understanding of ayaat 10 - 13	<p>Talk about relevant aspects from the story of Firawn vs Prophet Musa (pbuh) Discuss the characteristics of people of destruction – transgression, corruption and excess. They also distract others from the purpose of existence and if people do not conform they eliminate them.</p> <p>Tie up the conversation by emphasising that the consequences of actions will always catch up. In the case of Firawn he was drowned.....</p>
9	Recitation of Suratul Fajr and memorisation. Understanding of 14 th aya	<p>Talk about how Allah watches, controls, witnesses, and supervises everything from the stars and solar systems to atmospheric events and to the societies and plants covering this planet, and from the human body's complex and complicated systems to the micro- and macro-universes that are invisible to the naked eye.</p> <p>Nothing is hidden from Him. He repays everything with justice, for He has comprehensive knowledge.</p>

		Discuss this aspect of being ‘watched’ all the time. If we were aware that we were filmed 24/7 how would our behaviour change? In reality even our innermost thoughts, intentions are monitored.
10	Recitation of Suratul Fajr and memorisation. Understanding of ayaat 15-16	The Prophet (pbuh)has said: “You shall be purified in the way gold is purified”. Discuss tests/exams and how they allow us to progress by showing us how far we have reached and where we need to improve our life skills. Give appropriate life situations at both ends of the spectrum and discuss reaction e.g. winning premium bonds - how one would distribute the winnings? On the other end maybe seeing ones best friend winning the premium bond when one felt that he/she didn’t need it as much as oneself – would there be jealousy, happiness, feeling of it not being fair.....?
11	Recitation of Suratul Fajr and memorisation. Explanation of ayaat 17 - 20	Discuss these four traits as they stem from love of the world and arrogance. Point out the difference between just doing something and doing it in a way which encourages others to do the same. Talk about the love of wealth - Sometimes, some of

		<p>us feel that we alone are responsible for our success and that it is our abilities that have made us wealthy. We must remember that it is the grace of Allah that has allowed us to become prosperous. On it's own, wealth can become a curse – it is only sharing it which stops us from being immersed in self interest. When we put money into perspective and realise why it was given to us, it becomes a blessing and lasts for eternity. Imam Ali (pbuh) has said: "Allah has fixed the livelihood of the poor in the wealth of the rich. Consequently, when a poor person remains hungry it is because some rich persons have denied him/her their rightful share."</p>
12	<p>Recitation of Suratul Fajr and memorisation. Explanation of ayaat 21 - 26</p>	<p>Introduce the concept of Qiyama. A day when we will see our whole life in it's true colours – intention + action and would wish that we would have done more 'good'. Stress the finality of actions – thus awakening to the ability to act now.</p> <p>The following anecdote may help: There was once a rich old man who did not like to give his money to charity. He had a good son who always told his dad that he should give his money in the way of Allah .</p>

		<p>The old man told his son that he could give it all away after he had died.</p> <p>The son told him that it would be too late for him (the old man) and he should give it away now to be able to get the benefits in the hereafter (grave and onwards).</p> <p>The old man just would not listen.</p> <p>One night the old man wanted to go out. It was very dark so he asked his son to carry a lamp and walk in front of him so he would be able to see.</p> <p>The son obeyed his father but half way he started walking behind his dad.</p> <p>His father said "Why have you gone behind me ?" I can't see ! I need the lamp in front ."</p> <p>The son said "Father ! that's exactly what I have been telling you. If you want light in the grave you have to give out what you have in the way of Allah before you die and not after."</p>
13	<p>Recitation of Suratul Fajr and memorisation. Explanation of ayaat 27 - 30</p>	<p>Talk about the nafs. Explain that it is the conscience. That which we call 'I'. Loosely it is a combination of the mind, the intellect and the heart. Ask the listeners to point out to various parts of their body - hand, leg, eye, ear...Then ask them to point to</p>

	<p>themselves (Where are you?) That is the 'nafs'.</p> <p>It is very important to look at ourselves with other people's eyes! Discuss - Self Discovery . We are told that we fear death because we will have to live with our nafs on our own!</p> <p>Explain the various states of the nafs in particular - Ammara, Lawwama & Mutmainna.</p> <p>Stress on Nafsul Mutmainna which is in essence the nafs that is able to say:</p> <p>رِضًا بِأَقْضَائِهِ وَتَسْلِيمًا لِأَمْرِهِ</p> <p>"I accept His decree, and submit to His order"</p> <p>It is the nafs of one who after trying his/her best in the way of Allah, is content with the outcome, whatever it may be and submits to Him, never dissatisfied nor complaining, and with his/her faith never wavering.</p> <p>It is when no desire or habit is given priority over the command of Allah</p>
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SCHEMES OF WORK – SURATUSH SHAMS

Lesson no.	Topics For Lesson
1	Recitation of Suratush Shams and memorisation. Benefits of Suratush Shams Understanding of 1 st aya – Facts about the sun
2	Understanding of 1 st aya . Rasulullah (pbuh)as the sun of spiritual energy
3	Understanding of 2 nd aya – Facts about the moon
4	.Understanding of 2 nd aya – Comparing the moon’s role of reflectig the light of the sun to our reflectig the light of Rasulullah – best example – Imam Ali (pbuh)
5	Understanding of 3 rd & 4th ayaat Discussio on night and day and opposites – ignorance and knowledge etc.....
6	Understanding of 5 th & 6 th ayaat Creation of heavens and earth
7	Understanding of 5 th and 6 th ayaat. Discussion on the earth – expansion, Dahwul ‘Arhd.....
8	Understanding of 7 th & 8 th ayaat Introduction to the nafs and the 3 stages of the nafs
9	Understanding of 9 th &10 th ayaat. Concept of success -

10	Understanding of ayaat 11 to 15 Introduction to the people of Thamud with comparison to present time
11	Cotinuation of story of Thamud and camel of Salih (A.S.)
12	Recitation of Suratush Shams and memorisation. Overall look at concepts of Suratush Shams

SCHEMES OF WORK – SURATUDH DHUHA

Lesson no.	Topics For Lesson
1	Recitation of Suratudh Dhuha and memorisation. Benefits of Suratudh Dhuha Understanding of 1 st aya – Early morning light – diff between false and true dawn Salaa timings. Intro to Salatul Layl
2	Understanding of 2 nd aya – Night & Day – Salatul Layl
3	Understanding of 3 rd aya Discussion on trust and eiman
4	Understanding of 4 th aya - discussion on the aakhirah
5	Understanding of 5 th aya – When the intention is seeking His nearness (reaching one’s full potential) the result will always be pleasing from HIM (Story of 3 trees)
6	6 th 7 th & 8 th Aya – Life of Rasulullah (S.A.W.)
7	9 th & 10 th Aya – Responsibility towards orphans and those in need
8	11 th Aya – Generosity – a means of announcing the nema (blessings, bounties.. granted by Allah)
9	Eve of shahadat of Imam Ali (pbuh)+ Laylatul Qadr
10	Recitation of Suratudh Dhuha and memorisation. Overall look at concepts of Suratudh Dhuha

Schemes of work - "Say (O Muhammad), If you love Allah, then follow me, Allah will love you and will forgive your sins; Indeed Allah is Forgiving, Merciful." 3:31 RISALATUL HUQUQ

Lesson no.	Topic for Lesson	Worksheet
1	<p>Explain what love is - Love of Allah.</p> <p>Tell the story of The raven and the stork. We are the representatives of Allah on the earth and therefore as the Prophet (pbuh)has said: "Adopt the akhlaq of Allah" The Prophet (pbuh)has said that the basic principle of faith is to love and hate For the sake of none but Allah.</p>	Love of Allah
2	<p>Forgiving, Merciful.- Suratu Aali Imran 3:31</p> <p>Continuing with the love of Allah explain that love means to submit and to obey. It is not enough to only say that 'I love Allah'. It is necessary to demonstrate love through actions. Our every sentence should be peppered with phrases like Bismillah, Subhanallah, Insha'Allah, Alhamdulillah, Jazakallah..... Our lives should revolve around Allah.</p> <p>In the aya we are asked to follow the Prophet (pbuh)to demonstrate our love of Allah. Discuss "....FOLLOW ME...." in detail going through each stage.</p> <p>Explain that the tradition of following a 'custom' is not right if it against sharia'. Discuss the customs adopted in weddings, or family get togethers</p>	In the footsteps of Muhammad

	where non-mehrams are present. Even though they are uncles, aunts, cousins or friends of the family, one must maintain the concept of 'hijab' for otherwise we would not be following the Prophet (S.A.W.).	
3	<p>Introduce Risalatul Huquq re-iterating that whatever any of the ma'sumeen said is what was taught to them by the Prophet (pbuh)</p> <p>Instil the concept of one's responsibilities rather than one's 'right'.</p> <p>Introducing the rights of the various parts of the body explain that the owner of the body is Allah. We have been granted it's use. (Use the aya 'Inna lillahi wa inna ilayhi raji'un- Indeed We are from Allah and indeed to Him shall we return) If you borrow something you will return it undamaged. In the same way when we return our bodies to Allah (at death) they must be untainted with sin.</p> <p>Start with The Tongue and discuss Manners of Talking. Talk of the Power of words.</p>	Rights of the body
4	<p>Continuing with the tongue and the power of words, talk of the effect of the words of the Prophets. When Prophet Ibrahim (pbuh) called people to Hajj (Wa adhin finnnasi bil hajji - "Announce among mankind the Hajj- Suratul Hajj 22:27) his words have remained and will do so until the day of Qiyama for they were calling people to Allah. Similarly, the words of Prophet Muhammad (pbuh) in the form of Ahadith will remain until Qiyama. We must use our tongues in the right way to leave 'footprints' until the day of Qiyama.</p>	A spiritually tongue

	<p>Discuss the story Speak the best. The tongue must not be abused for as Imam said it is too respectable. Pick one or two aspects that you find prevalent in your class and discuss any of the following topics and the related stories: In the name of Allah - Stop & I am going to buy a cow Lying - We must not let him lose his luggage & A big purple dog Boasting - "It was I" said the frog Gossip - Who am I? & The two streets</p>	
5	<p>Introduce The Ears and their 'rights'. Instil the concept that it is the door which allows ideas (good and bad) to get to our heart. Discuss adverts that appear in the media - posters, magazines, radio & television. Normally they are catchy phrases which we 'like' to hear. The brand name becomes so familiar that we often call the product by its brand name e.g. Hoover, Nintendo, Sega, Lego... We must endeavour to hear often and repeatedly that which will enlighten the heart. In the car to and from school, at home, at leisure we must listen to lectures, words of wisdom, Qur'an, dua.. until they become so familiar that they become part of our daily speech. Narrate One more word of wisdom The best way to learn a language is to repeatedly listen to it - take up languages especially Arabic.... Most people hear what they 'want' to hear and who they want to hear it</p>	The hearing

	<p>from - instil the awareness of hearing the sound, vibes of those needing help - Tell the story - When I hear the cry of a bird.</p> <p>Explain that when we hear that which is forbidden we are harming none but ourselves taking us further away from Allah - I want to be Allah's slave. Those who don't bow down (be the slaves) of Allah; bow down to everything and anything. Give examples</p>	
6	<p>Introduce The Eyes and their 'rights'. Explain that the eyes not only see but reveal the inner most thoughts. Ask them to put themselves in the shoes of the person opposite them.. What sort of person do they see? When you speak is it with angry eyes, listening eyes, proud eyes, smiling eyes..... Discuss The man in yourself</p> <p>Imam says they are the door of study (contemplation). Discuss the poem A better pupil.</p> <p>Talk about the programmes on TV and the computer games they play. The benefits and the disadvantages. Do they discern and watch or do they watch anything - is it worth the damage to their eyes and their spiritual well being.. Too much TV</p> <p>Re-introducing hijab talk of the hijab of the eyes. In the Qur'an when Allah talks of Hijab He always begins with lowering the eyes. Explain the meaning of lowering the eyes. The idea is not to walk with a blindfold but not to 'hold on' to what we see. To explain tell the story You are still holding her.</p>	Eyes
7	<p>Introduce The Feet and their 'rights'. Discuss the feet in context with two</p>	The bridge of siraat

	<p>main aspects:</p> <ol style="list-style-type: none"> 1. Footsteps 2. Steadfastness <p>In dealing with footsteps narrate "..And We record what they have sent before them and their footprints..." Instil that our feet are our only contact with the earth. When we leave the earth what we leave behind is our footprints. Talk of thawabe jari. Our 6th Imam has said that it consists of 3 things:</p> <ol style="list-style-type: none"> a) A righteous child. b) Knowledge which benefit others c) Wealth spent in that which will serve others e.g. hospitals, schools, masjids, imambadas..... <p>Talk of how Allama Majlisi wrote books to benefit others (in particular Biharul Anwar - Oceans of Light) and narrate I had forgotten the pleasure of stretching my legs.</p> <p>With the aspect of steadfastness, it is to remain firm in our understanding of usul e deen with no doubts. Narrate I can walk on water and discuss why Syed Murtadha's student could not walk on the water once he had seen what was written. Narrate The straight line and discuss steadfastness with a goal.</p>	
8	Introduce the concept of rights of The Hands . If one ponders over the hadith of Imam we see that it talks of taqwa - keeping away from	What is in your hands

	<p>muharramaat and doing all the wajibaat and the mustahabat. Explain that what you have in your hands normally means what you own.. If one thinks carefully we do not own anything except our identity as Muslims and our deeds (combination of niyya and actions).</p> <p>It is in our hands to make what we own precious or useless. Explain You know what you have in your hands. The first step is to reform our niyya. It must be only for Allah - Reflect over ..In the name of Allah..</p> <p>The next step is to make sure that the action we are doing conform to sharia'. There is therefore a need to study fiqh relevant to all that we do in our lives and a need for knowledge and understanding of religion. Narrate "O Sulayman! At this moment in time I am better than you".</p> <p>The ant knew the status of a Prophet of Allah. If we understood that then our whole aspect towards the 'sunna of the Prophet (pbuh)' would change.</p>	
9	<p>Introducing The Stomach and it's rights, first discuss the importance of healthy eating. (Both spiritually and physically) Discuss the concept of halal and haram food - Food & Drink in the Qur'an</p> <p>Haram food is the seed of bad akhlaq. A young boy once insulted the Prophet (pbuh)in the streets of Madina. When the companions went to reprimand him the Prophet told them to leave him alone for it was his fathers' fault for feeding him haram food.</p> <p>On the physical aspect mention some of the food in the Qur'an - Honey, Dates, Figs & Olives. Encourage them to study the various foods and</p>	Food in the Qur'an

	<p>maybe do a project on each or any one of them.</p> <p>Imam has said overeating causes laziness. Our Aimma have said to fill one third of the stomach with food, one third with water and leave the other third free. Narrate - When eating increases, ibada decreases. Narrate No food better than hunger; keep in perspective the previous story and the fact that the man was in a masjid and that he was not at a point of desperation.</p>	
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SCHEMES OF WORK – SAHIFATUS SAJJADIYYA

Lesson no.	Topic for Lesson	Suggested activity
1	Discuss concept of Dua'	
2	Introduce Imam Ali Zaynul Aabedeem (pbuh) and that he wrote a book of duas called Sahafatus Sajjadiyya	Activity on learning name of Sahifatus Sajjadiyya and/or activity on Imam Ali Zaynul Aabedeem (A.S.)
3	Introduce details about Sahifatus Sajjadiyya	Worksheets on the duas in Sahifatus Sajjadiyya – illustrating some of them and making one's own duas relevant to one's own situation.
4	Look at the daily duas in Sahifa and encourage memorisation and analyse each one in simple terms. The main aspects to work on are taqwa and tawba – obedience and forgiveness e.g. MONDAY Obedience – relate to the concept of taqwa	Making one's own personal dua book Worksheets on Taqwa and tawba

	Forgiveness – talk about tawba	
5	Continue with the various duas from Sahifa taking extracts from dua for Friday, dua for parents, dua after completing a recitation of Qur'an	Illustration of extracts of duas

SCHEMES OF WORK – TAQWA & THE POWER OF WORDS

Lesson no.	Topic for lesson	Suggested activity
1	Taqwa. Introduce the nafs and it's alignment with body as the first basis of taqwa- what we think and do must be the same (niyya + actions). Closer look at niyya What is qurbatan ilallah	Worksheets on niyya
2	Mustahabat strengthen taqwa – special focus on guarding of tongue. Discuss the hadith - "A person is hidden under his tongue" Introduce aya 14:24	Illustrate aya 14:24
3	Power of words The rights of the tongue as taught by 4 th Imam	
4	Power of words Devastating effects of wrong words – aya 14:26 Gheeba & tohma	Illustrate aya 14:26
5	Power of words Introduce the 2 most important guides we have – Qur'an and ahadith of ma'sumeen – both are a collection of words. What is ahadith?	Worksheet on terminology of ahadith
6	Concept of dua Dua is our conversation with Allah – focus on dua for parents 17:24	Worksheet on letter to parents
7	Concept of dua Etiquettes of dua- thinking correctly of what is wanted....	Worksheet on dua etiquettes
8	Concept of dua	Writing an ariza

	Using wasila in dua Why duas are delayed	(personalised dua) to Imam as wasila
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SCHEMES OF WORK – DUA TAWASSUL

Lesson no.	Topics For Lesson	Suggested Methodology
1.	Introduce Dua Tawassul – taught by Imam Hasan Al- Askery (pbuh)	Tell the story of Khwaja Nasiruddin Tusi’s dream.....
2.	Explain tawassul – that which brings nearness to Allah	Good deeds, the ma’sumeen.... are a wasila
3.	Imama – being the connection between nabuwwa and qiyama Names of 14 ma’sumeen (if possible kuniyya and titles)	Family tree.....
4.	Imama – being the connection between nabuwwa and qiyama Names of 14 ma’sumeen (if possible kuniyya and titles)	
5.	Dua for hajaat – how to ask	Sandwich between salawat. Istighfar first – ask for others.....
6.	Significance of Qur’an and dua in the month of Ramadhan	Qur’an - Allah talking to us Dua – our talking to Allah

SCHEMES OF WORK – TAWHEED

Lesson no	Topics for lesson	Suggested activity
1	<p>Explain the importance of roots to a tree. Ask the children to input their thoughts on the function of roots - anchorage, absorption and conduction of water and dissolved minerals, food storage..... The first root of a plant is known as a primary root and others (secondary) branch from it.</p> <p>Discuss these thoughts and each aspect of the functions of the roots and the concept that the well being of the whole tree depends on the strength of the roots be it a sapling or an old oak. Discuss how roots are influenced by gravity and inherently grow downwards.</p>	<p>Ask the children to draw a trunk with 5 roots with one being the primary root.</p> <p>Ask them to label the trunk ISLAM and the primary root tawheed.</p> <p>Ask them for homework to think about the strength of believing in ONE god.</p>
2	<p>Continuing with the discussion on Tawheed and strength - relate the strength of Hazrat Bilal (pbuh) in his belief in Tawheed. Explain how it is easy to say La Ilaha Illallah but being a Muslim means to live it.</p> <p>Tawheed has various stages - start with the first - Tawheed in Ibada'.</p> <p>Explain that the importance of niyya in our ibada' discussing it in detail. We are constantly reminding ourselves why we pray, fast.... Various anecdotes may help - there was a person engaged in ibada' in the early hours of the morning in a mosque - he heard a noise behind him - his</p>	<p>Maybe they could do a self assessment on their tawheed in ibada - was the salaa they prayed in front of others any different from that which was prayed when alone? Stress that they</p>

	voice became more eloquent and the sujoods longer - when he looked back it was a dog taking shelter from the rain	themselves are the witnesses and the judge and more important - the ones who could change the situation.
3	<p>Recap on the first stage being tawheed in Ibada - discuss concentration in ibada - It is a good time to go over the positions and recitations of salaa explaining each one - Ayatullah Khomeini's book 'Worship and self development' translated by Laleh Bakhtiar has a chapter on salaa and an explanation of the 'whys' of each action and recitation.....</p> <p>Concentrate this lesson on the importance of salaa emphasising that plasticising tawheed begins with Salaa.</p>	<p>a good exercise is to let children write down all the 'quiet' sounds they can hear teaching them to block out all the 'loud' sounds. They might write down ..the clock ticking, the birds chirping, the sound of paper rustling or even the sound of their pen/pencil on paper.. In Salaa if we concentrate on the 'quiet' actions and recitations inside us we will be able to block out the outer' loud' activity...</p>

4	<p>SIFAAT. How do we recognise the greatness of Allah? We have through the first stage of tawheed acknowledged that we do ibada only from him but when we say Allahu Akber - Allah is greater than anything/anyone.../ how do we know.</p> <p>Relate to the children catchy phrases or names from adverts where they will recognise the product immediately - or titles or extracts from books that they will identify an author with - e.g. if I were to say - 'A giant peach' - they would identify it with Roald Dahl, The famous five with Enid Blyton... In the same way they must be able to recognise Allah through His qualities (Sifaat). Explain the 3 main qualities through which all others branch out -Al-Hayy (Ever living); Al-Aalim (All-Knowing) and AL-Qadir (Power/control over everything)</p> <p>Use anecdotes to explain - P. Ibraheem (pbuh)and Namrud on control of life and death, Angels and Allah on creation of P Adam (pbuh)(re-Knowledge), P Ibraheem (pbuh)and 4 birds on 4 mountains...etc.. In other words whenever they see any aspect of life, knowledge, power....immediately Allah must come to mind. Practically that means the usage of Masha'Allah, Subhanallah, Alhamdulillah.....in daily life --- in other words everything in the cosmos should remind them of Allah and that should manifest itself in the first instance in their words...</p> <p>Just as adverts convince as with repetition of audio visual images (e.g. Chocolate can only be Cadbury) in the same way the visual is provided by Allah - the audio must come from us - the only difference being that</p>	
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	in this case unlike adverts it is 100% ..wa lam yakullahu kufuwan ahad.... With that note the explanation of the last aya of Suratul Ikhlas can be tied in.	
5	Continuing with TAWHEED FIS SIFAAT - talk about the aya/phrase they use at every moment - Bismillah... The 'ism' (name) signifies a sifaat (attribute). Discuss some of the attributes - their meanings with appropriate anecdotes, stories.... Ask them to think of the appropriate attribute whenever they recite Bismillah... e.g. if they were to recite Bismillah,,before they were designing something maybe they would think of the name/attribute - Al-Musawwiru (The Designer), before sporting activities maybe - Al- Qawi (The Powerful). Explain that tawheed means implementing the names in our lives for they provide an infra-structure for human akhlaq - "Takhallaqu bi akhlaqillah" (Adopt the akhlaq of Allah).	Maybe they could write about some occasions when they thought about an attribute with a particular situation. Providing a list of some of the names with examples may help them to focus.
6	The third stage of Tawheed is TAWHEED IN THAT NONE CAN ORDER OR FORBID EXCEPT ALLAH. When we use an appliance etc. we follow the maker's instructions in order to get the maximum benefit and attain the full potential of the appliance.. It also ensures that there will be no problems or misuse of the appliance... Along these lines discuss Allah - The Creator.	Ask the children to illustrate what they understood of taqwa - here are a few examples of the children's concepts - "Taqwa is the injection which immunises

	<p>Discuss Taqwa</p> <p>In essence understanding this concept of believing Allah is the Creator (and therefore one who knows best as to how we work) is the basis of taqwa – A muttaqii being one who performs the wajibaats and refrains from the muharramaat.</p>	<p>against the germs of sins"</p> <p>"Taqwa is the axe which cuts down the tree of sins"</p> <p>"Taqwa is the rocket which blasts through the meteoroids of sins taking us nearer to Allah"</p>
7	<p>The fourth stage of Tawheed is NONE CAN GIVE BENEFIT NOR DEPRIVE EXCEPT ALLAH. This goes hand in hand with the 5th stage which is TRUSTING NONE BUT ALLAH. Start the discussion with the battle of Badr. It was 313 poorly armed men against a well equipped army of 1000. What gave victory? Talk about Sayyida Maryam (A.S.) She had a baby in her hands and the townspeople asked about it ...She pointed to the baby with total trust in Allah ...</p> <p>The essence is to do our best in whatever we do and then handing over the reins to Allah - Mention the dua recited after Fajr Salaa where we tell Allah at the beginning of the day ...wa ufawwidhu amriy ilallah.. (I entrust my affairs to Allah)</p> <p>The secret is to always think ...it WILL have a good result... rather thanit MIGHT have a good result.. as long as I know that it was right, the</p>	<p>Encourage participation in discussion of various instances where the impossible was made possible, where that which seemed so remote was reachable in daily life by trying our best and then entrusting all to Him - Start with an incident from your life or one that you know of and</p>

	niyya was right and I tried my best.	then the children are unstoppable.
8	<p>Continuing with tawheed - the 6th stage is TAWHEED IN 'AMAL (DEEDS).</p> <p>There should be no riya' or suma'. Introduce these terms* - Riya' is doing something so as to be seen by others (showing off) and Suma' is doing something so that when people hear of it, they praise it... Have a discussion on revolving our lives around Allah.</p> <p>Ask the students to list of all the things they did on one day - It will be a list of countless bits and pieces- hundreds of trivial encounters - perhaps one or two meaningful ones - One days worth may not seem a lot but adding up days after days it is an entire life split into millions of fragments. All too often adults wake up after slogging through all their lives and ask themselves - What have I done with my life? We may have the greatest of aspirations but when our days are faced with so many things there is often no time - we cannot eliminate basic daily activities so the only option is to find a thread that strings together all the fragments together - the thread is TAWHEED - to do everything even the most mundane activities for Allah e.g. eating - to gain strength to serve Him, playing ball - to become fit to serve Him...</p> <p>Further the discussion into the best of 'amal instilling that ISLAM is but only to obey the Creator and serve His creation - All deeds must be towards these goals.....</p>	

	<p>Ask the students to ask themselves every night the following questions :</p> <p>Is anybody happier because you passed his/her way?</p> <p>Does anyone remember that you spoke to him/her today?</p> <p>Can you say tonight, in parting with the day that's slipping fast, that you helped a single brother/sister of the many that you passed?</p> <p>Is a single heart rejoicing over what you did or said?</p> <p>Does the person whose hopes were fading now with courage look ahead?</p> <p>Did you leave a trail of kindness?</p> <p>As you close your eyes in slumber, do you think that God will say, "You have earned one more tomorrow by the work you did today?"</p> <p>* associate the terms with words they have heard in Qur'anic ayaat and recitations of salaa -e.g. 'Samiallahu liman hamidah', 'Araytallazhi yukadhibu bidiyn...."</p>	
9	<p>Concluding tawheed - the final stage is TAWHEED FIL MUHABBA WAL MUWADDA (Tawheed in total devotion to none but Allah).</p> <p>Discuss the concept of love – Everything we do is based on love –</p> <p>Discuss the following hadith of Imam Husayn (pbuh)- “....The most generous of human beings is the one who gives to someone in need who cannot return the kindness and the most forgiving is the one who forgives despite possessing the power to retaliate...Allah takes away the sorrow and darkness of the world and the hereafter from everyone of</p>	

	you who brings relief to a suffering soul.. for Allah loves the muhsineen.” (Kashf al gumma vol ii Al- Irbili)	
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SCHEMES OF WORK - THE HUMAN BEING

Lesson no.	Topic for lesson	Suggested activity
1	<p>Start with <i>Suratut Teen</i> and emphasise on the aya - “Indeed We have created the human being in the best of makes.”</p> <p>Describe the 3 main living entities - plants, animals and human beings and the apparent excellence of human beings - aql (intellect). But if this is not used in eiman (faith) and good actions, we are lower than animals.</p> <p>Explain the composition of Insaan as <i>ruh, body & nafs</i> giving the example of a calculator..... Familiarise the listeners with the terms being used. Try not to replace them with inadequate translations.</p> <p>Explain that it is necessary to look after the body but if we concentrate only on it then it is like a bird in a cage. If we do not feed the bird but continually polish the cage we will end up with a beautifully polished cage and a dead bird which will probably rot and stink until it is removed.</p> <p>Introduce the topic of the perfection of the nafs by taking it on a spiritual journey towards Allah so that it is able to say <i>“I accept His decree and submit to His orders”</i> - In simpler terms being able to follow the orders of Allah and willingly accept them even when faced with trials. Stress that success is based on thought flow, intentions and actions. Knowledge guides the thought flow which with eiman controls</p>	Worksheet on Terminology

	the intentions which then manifest themselves through action.	
2	<p>Talk about the nafs. Explain that it is the conscience. That which we call 'I'. Loosely it is a combination of the mind, the intellect and the heart. Ask the listeners to point out to various parts of their body - hand, leg, eye, ear...Then ask them to point to themselves (Where are you?) That is the 'nafs'.</p> <p>It is very important to look at ourselves with other people's eyes! Discuss - Self Discovery . We are told that we fear death because we will have to live with our nafs on our own!</p> <p>Explain the various states of the <i>nafs</i> in particular - Ammara, Lawwama & Mutmainna.</p> <p>Start with the stubborn and 'hard case' nafs - Ammara. It is not willing to listen at all. The greatest disease of the nafs which leads it to be ammara is kibr (pride). Give examples of Shaitan & Abu Lahab.</p>	Worksheet on Shaytan
3	<p>Introduce nafsul Lawwama. Who are we? (Ruh, Body & Nafs) It is what is called a 'guilty conscience'. It is when there is a crack in the 'hard case' nafs and light is allowed through. It is like one's own zhakir within. If one listens then there is success on the journey towards Allah, otherwise the nafs gets lost and reverts back to Ammara. We must always keep in mind that the progress of our nafs depends on our thoughts, intentions and actions with eiman and knowledge as the key factors.</p>	Habib Al-Najjar

	<p>Give the example of Habib Al-Najjar in Suratu Yaseen. He is like the voice in Nafsul Lawwama which awakens the nafs. The people did not listen to him and killed him to their own detriment. Each one of us has a Habib in our nafs which tells us not to sin. If we stop listening to it, eventually it becomes faint and then stops.</p> <p>Give the example of the pilot who bombed Hiroshima. His conscience was pricked and he could not live with the crime he had committed.</p>	
4	<p>Introduce the goal - nafsul mutmainna. Who are we? (Ruh, Body & Nafs) The requirements are to perfect our eiman and actions. Begin with eiman and explain the difference between a Muslim & a Mu'min as explained by the 6th Imam.</p> <p>Explain eiman as being sabr & shukr. Talk about sabr and remove the myth that sabr is only when one is faced with hardship. Give the example of Imam Ali (pbuh) as sabr in regard to obedience- “Ask me instead how grateful will I be?” The most important sabr is the one in regard to disobedience - keeping away from sin however difficult it might be. Give relevant examples - eating haram food, listening to music, lying, cheating, stealing.....</p> <p>With the older listeners explain the difference between sabr and ridha.</p>	Worksheet on Sabr
5	<p>Continue with eiman and introduce the second half which is shukr. Discuss the hadith of our 4th Imam (pbuh)- “Even the dogs of Madina do that”.</p> <p>Stress the importance of making it a habit of using the phrase</p>	Worksheet - “And if you count the blessings of Allah, you will not be able to compute

	<p>Alhamdulillah - Indeed, one of you drinks water and Allah assigns Janna to him/her on that account and “Did you not hear me say Alhamdulillah”.</p> <p>Ask them to reflect upon each Alhamdulillah they recite in the tasbeeh of Bibi Fatima Zahra (pbuh), doing shukr of a particular ni'ma each time.</p>	them..”
6	<p>Re-iterate that our aim is to be able to bring our nafs to the stage of mutmainna. The requirements are to perfect our eiman and our actions.</p> <p>Every action must have a niyya. The success or failure of an action depends on the niyya. Discuss For God or for Gold and The pure water From the Muharram -2 manual relate the anecdotes - <i>Only for a dog</i> and <i>I am building a masjid for Allah</i> and <i>Indeed we feed you only for Allah</i>.</p> <p>Explain the importance of checking niyya before everything that one does.</p>	Worksheet on Niyya
7	<p>Talk of tasleem. To reach nafsul mutmainna we need to submit to the laws of Allah (amr pl. awamir). Islam is obedience of the Creator and serving His creation. From the Ramadhan-3 manual go over the importance of knowledge in being able to do this. However sincere our niyya (intention), we must have the know how. If one wishes to cook for mum but does not know how to switch on the gas cooker, the intention may be there but the action may backfire if it results in a fire. Give examples of how one commits sins rather than gain thawab if</p>	Worksheet on Tasleem

	<p>there is no knowledge. e.g. If one stays up late looking after friends who have come home (mustahab) but then because of the late night salat al fajr is qadha, then there is no thawab for the mustahabaat but instead we get the displeasure of Allah.</p> <p>Imam Ali (pbuh) has said: <i>“Knowledge is accompanied by action. For only he/she who knows acts”</i></p> <p>It is important that our first quest for knowledge must be to know the relevant fiqh masails that apply to our daily lives. Explain that tasleem is total submission - there is no picking and choosing. Narrate the dream of Jabir ibn Abdullah Ansari - The free cloth from the heavens.</p>	
8	<p>Serving Allah’s creation of the humankind is referred to as humanity. Explain that if it was just feeding and clothing people then it would be like looking after animals. The greatest needs of human beings is spiritual freedom - peace of mind - contentment. This comes with Islam. Explain the hadith of Imam Husayn (pbuh)- “Announce the deen...” The first thing is to adopt the akhlaq of a Muslim - refer to the manual Muharram - 1. It is important to do tableegh wherever and in whatever way possible for it is not confined to mullas and mawlanas only. Explain the hadith of the Prophet (pbuh)- <i>“No gift is more valuable than that one should speak a word which guides his/her fellow Muslim and gets rid of deviation”</i> Narrate - “You may ask whatever you like”</p>	Worksheet on tableegh
9	<p>Explain qadha. Explain simply that qadha are set laws of Allah which</p>	

are for the good of humankind however impossible or bitter their goodness might seem at the time. Explain that in daily life it means to strive hard with eiman and the right niyya and knowledge to do good deeds. If the outcome is not what we expect, we should not be disappointed but willingly accept and believe that it is His set law that there will definitely be a good end to it although it may seem impossible. Talk about Imam Husayn (A.S.). He went to Karbala with complete eiman, the perfect niyya & knowledge to save Islam from a leader who was corrupt. In worldly terms it seemed like he had lost the battle in Karbala, but the world today knows that he won - and what a victory! It saved Islam for ever more. That is willingly accepting His qadha.

Relate - **“What difference will it make?”** and **“At least I saved this one!”**

SCHEMES OF WORK – THE QUR’AN

Lesson no.	Topics for Lesson	Suggested activity
1 & 2	<p>Start with a hadith on the excellence of learning the Qur’an. e.g. The Prophet (pbuh)said: "Allah will not punish such heart that contains Qur'an". (Amaali-e-Tusi, vol.1, p.5-6)</p> <p>Introduce basic details:</p> <p>There are over 6000 ayaat in the Qur'an in 114 suwer.</p> <p>An aya means various things - a sign, miracle, wonder... An aya in the Qur'an varies from being a single letter (38:1) , a two lettered word (36:1) to over half a page long (2:282).</p> <p>Suwer and ayaat are either Makki or Madani according to their place of revelation - Makka or Madina. Makki suwer mainly describe the basic faith whilst Madani deal with the rules for the code of life like salaa, sawm, zaka and khums...This division is not absolute because a Makkan sura may contain some Madinite ayaat and vice versa. e.g. Suratul Anfal revealed in Madina has ayaat 30 -40 revealed in Makka.</p> <p>Each sura is also divided into groups of ayaat called a ruku. The ruku is indicated by the sign ع : The number on the top denotes the n.o. of the ruku in the sura. The central number being the number of ayaat in the</p>	

ruku and the bottom number being the n.o. of ruku in the juz.

For convenience of reading the Qur'an has been divided into 30 equal parts - **Juz (pl. Ajzaa)** without disturbing the original divisions formed by the ayaat and suwer to enable completion of reading in one month. Every juz is further divided into **Rub** (quarter), **Nisf** (half) & **Thuluth** (three quarter). These are written in the margin.

The Qur'an is also divided into seven equal sections - **Manzil (pl. Manazil)** to enable the reader to complete the recitation on one week if so desired. This is written at the bottom of each page.

The first ayaat that were revealed were the first five of Suratul Alaq and the last aya was the 4th aya of Suratul Maida :

"This day I have perfected your religion for you , completed My favour upon you, and have chosen ISLAM as your religion "

This was revealed at Ghadeer e Khum on 18th Dhulhijja 10 a.h.

The suwer are of unequal length. The shortest sura is Suratul Kawthar with only 4 ayaat whilst the longest is Suratul Baqara with 286 ayaat covering one twelfth of the Qur'an.

All the suwer begin with the phrase Bismillahirrahmanirraheem except Suratut Tawba.

	Ensure that the students know the above thoroughly before moving on to the next lesson. Use activities to ensure retaining of information.	
3, 4, 5	<p>Discuss each of the suwer and their names. Find he relevance of the names in its naming grouping them in the following criteria.</p> <p>Every sura is given a name derived by following one of the following criteria :</p> <ol style="list-style-type: none"> i. The complete story of the Prophet appears in that sura e.g. Suratu Yusuf ii. The important event about it can be found in the sura e.g. Suratul Baqara iii. The distinguished word in the sura e.g. Suratul Hijr iv. The opening aya of the sura e.g. Suratu Yaseen v. In some cases the name has very little to do with contents of the suwer. E.g. SURatul 'Ankabut In this sura there is nothing about the spider. It only talks of the constitution of the spider's web. 	
6 & 7	<p>Introduce another hadith:</p> <p>The Prophet (pbuh)said: “Whenever one of you feels inclined to converse with his creator (i.e. Allah) he should read the Quran”. (Kanzul Ummal Vol 1 p 510)</p>	

Talk about the SAJDAAT OF TILAWAT.

There are four wajib sajadat in the Qur'an (on hearing or reciting the following 4 ayaat one must perform a sajda). It is not necessary to face qibla, or be in wudhoo.....

The sajadat are in the following ayaat :

32:15 Sajdah Juz 21

41:38 HaMim Sajda Juz 24

53:62 Najm Juz 27

96:19 Alaq Juz 30

Memorisation Sentence

Sajadat Are Highly Necessary

Although there is no need for any recitation I is recommended to recite he following in sajda:

لا إِلَهَ إِلَّا اللَّهُ حَقًّا حَقًّا .
لا إِلَهَ إِلَّا اللَّهُ إِيْمَانًا وَتَصَدِيقًا
لا إِلَهَ إِلَّا اللَّهُ عَبْدِيَّةً وَرِقًّا

سَجَدْتُ لَكَ يَا رَبِّي تَعَبُّدًا وَرِقًّا
 لَا مُسْتَكْبِرًا وَلَا مُسْتَكْبِرًا
 بَلْ أَنَا عَبْدٌ زَلِيلٌ ضَعِيفٌ خَائِفٌ مُسْتَجِيرٌ

La ilaha illal lahu haqqan haqqa;
 La ilaha illal lahu imanaw wa tasdiqa;
 la ilaha illal lahu 'ubdiyyatan wa riqqa;
 Sajadtu laka ya Rabbi,
 ta'abbudan wa riqqa
 la mustankifan wa la mustak biran
 bal anaa 'abdun zhalilun zha'ifun khaa'ifun mustajeer.

There are 10 mustahab sajadat in the Qur'an (on hearing or reciting the ayaat in which they appear it is recommended that one performs sajda). As for wajib sajadat the ayaat are marked in the Qur'an with the word sajda. The 10 ayaat with mustahab sajadat are :

7:206 13:15 16:50 17:109 19:58 22:18 25:60 27:26 38:24
 84:21

SCHEMES OF WORK – JIHAD

Lesson no.	Topics for lesson	Suggested activity
1	<p>Begin by explaining aya 69 of Suratul ‘Ankabut. We ask Allah in every salaa (in Suratul Fatiha) to guide us on the right path - Here Allah guarantees guidance to those who do jihad in His way.</p> <p>Explain the term jihad as meaning to struggle and try hard. To be able to do jihad one needs a definite goal - a centre in one’s life around which all activities revolve - Just like in tawaf of the Ka’ba during hajj. Explain the anecdote - Make Allah the centre of your life.</p> <p>Explain that the hadith of Imam Ja’fer As-Sadiq (pbuh)- <i>“Every day is ‘Ashura, every land is Karbala”</i> refers to the daily jihad one must do. Life is like a garden - it does not suffice to do the gardening once and hope that it will look pretty all year round - there is a constant need of weeding, mowing, changing plants according to the season otherwise it becomes a mess.</p> <p>The hadith of Imam Husayn (pbuh)- <i>“Indeed life is aqeeda and jihad”</i> reinforces this. Once we have a goal- a picture in our mind as to what we want to be and where we want to go - Aqeeda, we then need to plan and strive to achieve that goal - jihad. Stress the need of the goal to be the pleasure of Allah - thus niyya....</p> <p>Explain qitaal (warfare) and its rules, stressing that jihad is not only qitaal. Even waking up for Salaatul Layl is a form of jihad, studying, keeping away</p>	

	<p>from sins - however small is all jihad. When one takes one step towards Allah, He takes 100 towards us.</p> <p>Talk about some of the jihad they have already learnt about but maybe did not recognise as jjihad - the jihad of Sayyida Hajra, Prophet Ibraheem (A.S.), Prophet Ayyub, Sayyida Aasiya....</p>	
2	<p>Repeat the basic principles of jihad stressing the terms - establish, preserve and revive. Re-iterate the aya of Qur'an 29:69 and the hadith of Imam Husayn <i>"Indeed life is aqeeda and jihad"</i></p> <p>Introduce the subject of intidhar - waiting for Imam Muhammad Al- Mahdi (A.S.).</p> <p>Explain the various forms of jihad required for intidhar as taught by Imam in Dua Al-Hujja</p> <p>e.g.</p> <p><i>Obeying Allah and keeping away from sins...</i> Explain the first requirement is having taqwa - a practical way is to think about one's day and list mentally or on paper all the things that one did wrong and make a firm resolution to reduce the list every day.</p> <p><i>Purifying our stomachs from haram and doubtful food</i> - Not only is it important to eat healthily but also to ensure that what we eat is halal. Talk about halal not only as in the aspect of slaughtering of meat etc.. but also whether the food is from halal earnings.</p> <p><i>Closing our ears to idle talk and backbiting</i> - Backbiting is talking in someone's</p>	

	<p>absence in a manner not pleasing to the person talked about (mentioning habits/attributes of theirs which are considered ethical, behavioural, intellectual, spiritual, physical, etc..defects/imperfections. Narrate the incident where Ayesha (a wife of the Prophet (pbuh)) said: “A woman came to us and as she was leaving, I made a gesture suggesting that she is short. The Prophet (pbuh)said 'you committed backbiting'.” <i>Bless our students with spirit of hard working and interest</i> - It is important to excel all round. Just praying will not result in excellence. Narrate Dawa & Dua. <i>Bless our young people with obedience and repentance</i> - Talk about obedience to Imam meaning a total commitment in all circumstances. Instil the concept that Imam is to be kept in focus all the time</p>	
3	<p>Re-iterate the hadith of Imam Husayn (pbuh) <i>“Indeed life is aqeeda and jihad.”</i> Introduce the hadith of Imam Hasan Al-Askery (pbuh)- <i>“There is nothing over and above 2 qualities, eiman in Allah (aqeeda) and benefiting one’s brethren.”</i> Here Imam talks of the jihad of benefiting others. In other words - serving humanity. Talk about the various ways in which we can benefit others beginning with the proverb - charity begins at home. We must first ensure that our house is in order otherwise we will be like those who do not practice what they preach. Talk about concentric circles starting from the middle which is the self. When we find that we have resources over and above our needs be it in time,</p>	

	<p>wealth, knowledge or ability, jihad is to first utilise it to serve our family, moving outwards to relations, then community, and finally humanity at large. Stress the importance of the niyya of serving others being solely for the pleasure of Allah for it is that which makes it jihad. Narrate the story - The stranger and Zaynab - Year 1. It is the little and continuous efforts in serving that are most important. Even a smile, a helping hand to clear up, a tissue to wipe away a tear... are ways of doing jihad to benefit others.</p> <p>It is necessary to recognise a cry for help too - often we are cocooned in our selves so much that we cannot see beyond our noses. Abraham Lincoln once said: "I am sorry for the person who does not feel the whip when it is laid on the other person's back."</p> <p>To be selfless and unselfish is a step in the right direction. Often we are like the man who was telling his wife about what he saw on the way to work - He said: "I saw a woman standing in the pouring rain with a flat tyre and there was no-one to help her. I would have stopped if I was not getting late for work." Discuss You are a Muslim.</p> <p>Ask the children to think of an incident where they have helped selflessly with no ulterior motives and to try and do at least one such good deed in a day.</p>	
4	<p>Start by explaining the meaning of dhulm - injustice. Often it is associated only with physical bullying. Anything which one does to exploit the lives and labour of others for one's own benefit is dhulm. e.g. To cage an animal for the</p>	

pleasure of watching it in captivity is dhulm. To use one's power to physically or mentally enslave other is dhulm. e.g. Firawn had said to Prophet Musa (A.S.): "You are the man who grew up in our house and at our table and when you grew up you committed a crime of killing a man." (He said this to make Prophet Musa (pbuh) feel lowly and obliged). But Prophet Musa (pbuh) answered: "Should I remain silent at your enslavement of my people solely because I have grown up in your house? I have come to save these slaves."

Firawn did not hide his enslavement of the people but today we do dhulm under the banner of a free world and defending peace and liberty.

It is necessary to speak out in the face of dhulm. Differentiate to the children the difference between telling tales and speaking out when they see dhulm.

Narrate how Imam Ali An-Naqi (pbuh) was subjected to humiliation in the court of Mutawakkil and his response. Even when Mutawakkil tried to stop Ziyara to Karbala, Imam encouraged the visits despite the hardship because silence on the face of dhulm is accepting it.

Jihad against dhulm can take the form of writings, speech and action. It was Imam Khumayni's writings and speeches from exile that ensured the success of the Iranian revolution. Even today there are many **Prisoners of dhulm** (pg 28). The least we can do is to do jihad by protesting in writing and bringing about awareness of the dhulm.

	To be able to cleanse ourselves of the dhulm we do to our nafs it is important to understand Tawba .	
5	<p>Start by explaining that the goal of a human being is to live a life in which every action is according to the wishes of the Creator. In essence it is to achieve the status of being a perfect human being. A human being does not attain contentment until he/she has endeavoured to seek and remain on this course of action...<i>Indeed (Only) with the remembrance of Allah, are heart's content.</i>" Qur'an - Suratur Ra'ad -13:28 Just like a computer or any other gadget - it will only work perfectly if the instructions from it's manufacturer are followed - it is therefore important to understand the operating instructions to get maximum benefit.</p> <p>Divine laws, encompass every aspect of human life. However, there is a necessity to know these laws. Introduce ijtihad. Explain that it is wajib kifaii to be a mujtahid. Explain the jihad of a mujtahid (refer to Ramadhan-3 for further details).</p> <p>Instil in the children that knowledge is not the only criteria. Our mujtahideen show their exemplary character and taqwa. e.g. Muqaddis Ardebeli not riding on donkey because of the weight of the extra letter, Khwaja Nasiruddin Tusi and his humility in the dog incident.....</p> <p>Explain how Imam Muhammad At-Taqi (pbuh)prepared the masils of iijtihad so that in the ghayba of Imam Muhammad Al-Mahdi (pbuh)there would be</p>	

	<p>representatives of Imam (mujtahideen) who would be able to guide mu'mineen.</p> <p>Re-iterate the 4 sources from which a mujtahid derives laws - The Qur'an, Ahadith, ijmaa (consensus) and aql (reason). However, Qiyaas is forbidden. This is where one deduces a law due to its resemblance to another law based on opinion and imagination rather than reason and certitude. Among the ulema of the Ahlus Sunnah, Abu Haneefa considered qiyaas (analogy) to be the fourth source.</p> <p>Imam Ja'fer As-Sadiq (pbuh) tried to show Abu Haneefa the error of qiyaas - It is reported that in a conversation about the subject, Imam (pbuh) asked him: <i>"What is more najis? Urine or stool?"</i></p> <p>Abu Haneefa replied: <i>"Stool!"</i></p> <p>Imam said: <i>"Then why do you need water to make the area tahir after urine, but in the case of stool paper will suffice?"</i></p> <p>Explain that when we follow a mujtahid we must do so without 'why?' And 'but' for they are the representatives of Imam in Ghaybatul Kubra.</p>	
6	<p>Jihad of conduct. Explain the hadith of Imam Ali -Ar Ridha (pbuh)- <i>"Behave with the friend humbly, and with the enemy carefully and the people with a smiling face."</i></p> <p>Explain The best akhlaq (conduct). The greatness of a person lies in his/her akhlaq. A personality based on physical appearance or strength is temporal whilst that based on akhlaq and is spiritual is immortal. Perfection of a human being lies in his/her akhlaq.</p>	

	<p>To make good akhlaq an inherent part of one’s character one needs to do jihad and continually check oneself. As the Prophet (pbuh)has said: “He who knows him/herself knows his/her Lord.”</p> <p>Regardless of what one’s circumstance or situation is, as a Muslim there is no excuse to resort to bad akhlaq.</p> <p>Illustrate how Imam Ali Ar-Ridha (pbuh)although forced to take up the heir apparenacy used the court of Mamun to do tableegh. Mamun wished to humiliate Imam but Imam became accepted and loved by all as a result of his conduct - thus the title Ar-Ridha.</p> <p>Talk about the various aspects of good akhlaq - good thoughts, cheerfulness, being helpful, justice...but more important than all this is upholding the rights of others. Elucidate this from an incident from the life of the Prophet (pbuh)- Once at the age of 7 years he asked his foster mother (the one who fed him) Halima Sawdiyya, "Where are my brothers?"</p> <p>She replied: "Dear son, they are busy with the herd of sheep that Allah has granted us from the baraka (grace) of your existence”. The young child said: "Mother, you haven't been fair." She asked: "Why?" He replied: "Is it fair for me to sit in the shade of the tent and drink milk while my brothers are under the blazing sun of the desert?"</p>	
7	<p>Re-iterate the concept of Jihad Al-Akber. Explain the diseases of the nafs which are our greatest and closest enemies which go undetected (Hadith of Imam Musa AL-Kadhim (pbuh)- Jihad against the closest enemy first.</p>	

Talk about the rituals of Hajj and how they teach us to look at our closest enemies - In Arafat, a haji is to stay on the plains from Dhuhr to Maghrib of 9 Dhulhijja. He/she is to evaluate himself and recognise the enemies within - the diseases of the nafs. Then he/she proceeds to Muzdalifa to pick pebbles which will be the weapons to attack the enemy within. In Mina the jamarata (shayateen) are stoned - when one throws the pebbles at the big, medium and small jamarat, one is aiming at the enemy within. Ask the children to reflect within and think of their enemies working out how they will combat each one. e.g. Greed is a condition which makes man dissatisfied with whatever he possesses and makes him want more. Imam Muhammad Al-Baqir (pbuh) has said: *"The greedy man in his love of the world is like the silk worm: the more it wraps itself in its cocoon the less chance it has from escaping from it, until finally it dies of grief."* The opposite of grief (dissatisfaction) is the virtue of contentment. In order to free oneself from greed, one must think of its evil and harmful consequences, and realise that greed is characteristic of animals, who recognise no restriction on desires, and use all means to attain it.

Explain the misconception of **big and small sins**. Talk about anger and how we sometimes accept it as part of our character. Imam Musa Al-Kadhim (pbuh) had every right to be angry at the way he was treated by the Khalifas, yet he displayed forbearance which earned him the title Al-Kadhim. Narrate the incident - **I do not wish to kill you in anger for I am fighting for Allah.**

8	<p>Introduce the hadith of Imam Ja'fer As-Sadiq (pbuh) about preserving and spreading knowledge - Jihad through writings. Encourage the children to read and write. The first word after Bismillah... revealed to the Prophet (pbuh) of the Qur'an was 'Iqra' - read. Talk of how it may be easy to sit in front of the TV and hope to absorb knowledge but nothing can replace the benefit and joy of reading.</p> <p>Encourage the children to write. A start would be to keep a daily diary, maybe even write what they had learnt in every lecture. Encourage correspondence with their peers, maybe even through e-mail for those who are computer literate. Various ahadith from the ma'sumeen show practical tips like:</p> <p><i>"Sit facing qibla at the time of reading."</i></p> <p>Take a notebook for every occasion. <i>"One who does not have a notebook in his/her sleeve, does not establish the wisdom in his/her heart."</i></p> <p>Prophet (pbuh) to Hilal ibn Yasir - <i>"Is the ink well with you?"</i> when he taught him something.</p> <p>Talk about the jihad of Imam Ja'fer As-Sadiq (A.S.). It was through his teaching and the reading and writing of his students that we have the wealth of knowledge today. He encouraged his students to debate and not accept everything that was said to them. Narrate - The whole world in an egg. He also encouraged them to write down their debates. It is reported that his student / companion - Fadhl bin Shadhan wrote 180 books.</p>	
9	Define tableegh as being the propagation of knowledge and information. It is	

	<p>divided into roughly two sections - one is the tableegh within the community and the other is calling non-Muslims towards Islam. The best form of tableegh within a Muslim society is amr bil ma'ruf and nahyi anil munkar. To non-Muslims is the ability to provide logical answers with relevant proofs for their refutations and one's principles of truth.</p> <p>Re-iterate from the previous majlis that the knowledge must first be acquired through reading, listening. In order to do tableegh one must be well equipped with knowledge.</p> <p>Talk about Imam Muhammad Al-Baqir (pbuh) jihad through tableegh and how he did amr bil ma'ruf and nahyi anil munkar when the khalifa Umar ibn Abdul Aziz asked him for some advice.</p> <p>As Imam has said the best form of tableegh is through one's practise of the knowledge. Tableegh which is preached but not practised is not effective. Give the example of the lady who came to the Prophet (pbuh) and asked him to tell her son not to eat too many dates. The Prophet (pbuh) asked her to come back after a few days. She came back and the Prophet (pbuh) gently admonished the child. When the lady asked why he did not do the same when she had first come, the Prophet replied that he too used to eat many dates and he could not have admonished the child until he stopped eating them.</p> <p>Narrate - Support your brother at all times.</p>	
10	<p>Jihad through worship is being able to get positive results from worship. Salaa is like a factory which produces human beings. It draws out the corruption and evil from a nation by working through each individual. Imam</p>	

	<p>Ali (pbuh)has said: <i>"If he/she who offers salaa knew how much grace Allah bestows upon him/her during the salaa, he/she would never lift his head from sajda."</i></p> <p>Imam Ali (pbuh)has said :<i>"Know that, Allah owns the treasures of the heavens and the earth. Not only has He given permission to ask for His mercy and favours , but has also promised to listen to your duas. He has not appointed guards to prevent your dua reaching Him. Ask for His help in difficulties and distress. Beg Him to grant you long life and sound health.....By granting you the privilege of dua He has handed over the keys of His treasures to you.....Sometimes you will find that requests are not immediately granted, do not be disappointed. Fulfilment of desires rests with the true purpose or intention of the dua. More often fulfilment is delayed because the Merciful Lord wants to grant you suitable rewards. In the meantime bear patiently with hardships , believing sincerely in His help. You will get better favours because unknowingly you may have asked for that which is really harmful to you.Many of your requests , if granted may bring eternal loss...; so at times withholding fulfilment is a blessing in disguise."</i></p> <p>Explain the hadith of Imam Ali Zaynul Aabedeem (pbuh)explaining the other reasons why dua is not accepted. Discuss the jihad of Imam Ali Zaynul Aabedeem (pbuh)where he combined the jihad of writing with that of worship. Sahifa Sajjadiyya is not only a book of duas but also a code of life.</p>	
11	Instil that every form of jihad needs planning and preparation be it qitaal (warfare) or the jihad of the nafs. If we are to prepare for the coming of Imam	

	<p>Al-Mahdi (pbuh)we must actively incorporate all the jihads taught by the Aimma into our lives.</p>	
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In the sermon given by Imam Ali (pbuh)he says: *“When I ask you to move in Summer you say it is hot weather, when I order you to march in Winter you say it is severley cold....These are just excuses...”*

All too often it is not our inability to do jihad but not wanting to. The first preparation is to prepare oneself mentally with the best of niyya.

SCHEMES OF WORK – IMAM MAHDI (PBUH)

Lesson no.	Topics for lesson	Suggested activity
1	<p>Introduction to Imam Mahdi (A.S.)</p> <p>Discuss the meaning of knowing a person. Just knowing basic facts like names, birth date, etc. is not enough. Ask them to talk about a person they love and obey – their mum.</p>	
2	<p>Ghayba</p> <p>"As for deriving benefit from me in my occultation is like deriving benefit from the sun when it hides behind the clouds"</p> <p>- Imam Mahdi (AF)</p> <p>Discuss how the sun behind clouds benefits creation</p>	
3	<p>Ghaybatus Sughra/Areeza</p> <p>Discuss the 4 naaibs – their roles and character (maybe letter of Imam to Muhammad bin Uthman on his father's wafat)</p> <p>Areeza has an address towards Muhammad ibn Rawh – Discuss translation</p>	
4	<p>Ghaybatul Kubra</p> <p>Instill the concept that his presence is real just like the presence of P Yusuf (pbuh) in front of his brothers although they did not recognise him.</p>	

	Discuss concept of Intizhar (waiting) – preparation for zuhur	
5	<p>Zuhur</p> <p>Imam Sadiq (pbuh)says – “prepare yourselves for the revolution of the Qaaim, even if it means gathering an arrow”</p> <p>Discuss how a kind word, a pound to charity, a few more minutes in contemplation about who am I? where am I going? And where do I wish to go? Do I know my Imam? Or maybe more important do I want to know my Imam?-- are all part of preparation.</p> <p>Start the story of What will happen? Maybe 1st stage of zuhur.....</p>	
6	<p>Covenant with Imam (AF)</p> <p>Discuss those relevant to the students</p>	
7	<p>Imam’s promise in the covenant</p> <p>Emphasise the rahma of this section – Just as his ancestor the Prophet (pbuh)Rahmatul lil ‘aalemeen</p>	
8	<p>Imam’s world order</p> <p>Discuss their concept of the ideal world</p> <p>Discuss the concepts put forward by Shaheed Mutahhari of Imam’s rule.</p>	
9	<p>Calling on Imam (AF).</p> <p>“We are not heedless of your life affairs and do not forget remembering you..”</p> <p>Imam Al-Mahdi (A.S.)</p> <p>Discuss connecting to Imam – greeting him every morning, connecting with him.... KNOWING he’s here for each one of us.</p>	

	Introduce the various duas and some aspects from them. E.g. Nudba, Ahad, Adeela.....	
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SCHEMES OF WORK – ONLY FOR ALLAH BASED ON AYA 6:162

Lesson no.	Topics for lesson	Suggested activity
1	<p>"Indeed my salaa, my sacrifice, my life and my death are all for Allah, the Lord of the worlds." Qur'an - Suratul An'aam 6:162</p> <p>Introduce the above aya and explain that it is recommended to recite it before every salaa.</p> <p>Explain how when a child is born the first voice it hears is that of Adhan - the call to prayer.</p> <p>Explain The philosophy of Adhan. The adhan & iqama given when a child is born are for his/her Salatul Mayyit.</p> <p>Explain how we renew our Bay'at to Allah, the Prophet (pbuh) and Aamma (pbuh) every time in Adhan and we declare it to one and all.</p> <p>Narrate how Imam Ali Zaynul Abedeen (pbuh) stopped his khutba in the court of Yazid as soon as Adhan was given - Only Adhan will stop him. Even a tyrant like Yazid knew the importance of Adhan to a believer for he used it to stop Imam from continuing his speech.</p> <p>Bay'at is done with the soul and it is not just an outward gesture. It means total commitment.</p>	
2	<p>Go over the aya of Qur'an 6:162 encouraging its memorisation and recitation before every salaa. Talk about Salaa. Salaa has a form and a soul. The soul must</p>	

	<p>match the form. The inside must match the outside.</p> <p>Tell them the story - A Scholar or a hunter?</p> <p>Explain that without niyya, the salaa is batil. Niyya is very important - It must be only for Allah. Tell the story - Only for a dog & Only for Allah Explain that Allah is All-Knowing (Al-Aleem) and Wise (Hakeem). We cannot fool him.</p> <p>Talk of how with the right niyya we can make an apparently normal day to day task into one which takes us closer to Allah - I am building a masjid for Allah.</p>	
3	<p>Go over the aya of Qur'an 6:162 encouraging its memorisation and recitation before every salaa. We must know how to go about training ourselves to dedicate everything to Allah – Refer to this aya ("Indeed for you in the messenger of Allah is a perfect example" Qur'an 33:21) of taking the Prophet (pbuh)and his ahlulbayt as our role models.</p> <p>The obedience however, must be unconditional with no questions asked even if apparently there seems to be no benefit. Tell the story of Mahmud of Ghazni in There is no god but Allah and the story of the faith in the Prophet (pbuh)of his companion- Khuzayma ibn Thabit - "I bear witness that the horse belongs to you".</p> <p>Discuss furu e deen and our attitude towards them especially salaa - Discuss how there may seem to be no apparent benefit but the greatest gift of all is the pleasure of Allah. To see the benefits one needs unshakeable faith.</p>	
4	<p>Go over the aya of Qur'an 6:162 encouraging its memorisation and recitation before every salaa. Discuss the word 'sacrifice'. It means giving up something one loves for someone else (without expecting a reward for it). In connection with</p>	

	<p>salaa discuss how we sacrifice our sleep for Allah to wake up for Fajr salaa.</p> <p>Discuss how the first people to sacrifice their time, wealth, and pleasures for us are our parents. Discuss how a mother in particular gives up her sleep for nights on end for her baby - What makes her do this? A father works throughout the day to ensure that his family has a roof over their heads, food and clothes.... What makes a person give up something for someone else? It is LOVE. Explain The essence of religion – LOVE. The inherent love was placed in the parents hearts by Allah. As Muslim parents they reciprocate this love of Allah through the child. Talk about why they love their parents - Is it because they are their guardians - providing them with comforts, etc. or is it because they love Allah and he has asked them to respect and love their parents?</p> <p>Relate - One heart and two loves?</p> <p>Talk of how if one sacrifices something because of anything/anyone other than Allah than the outcome is according to the niyya.</p> <p>Tell the story of Dhulqarnayn.</p> <p>How do they love their friends? Is it a love because of Allah or is it because of some worldly gains. What would one sacrifice for a friend?</p> <p>Relate stories of the love of the companions - I refuse to drink before my friend & Now his friendship is in my flesh and blood.</p>	
5	<p>Go over the aya of Qur'an 6:162 encouraging its memorisation and recitation before every salaa. Continue with the topic of sacrifice. This time combining the sacrifice with the niyya of everything only for Allah - Narrate the story of Suratud Dahr - We feed you only for Allah. Explain how many people gave their wealth</p>	

	<p>away in the hope that an aya would be revealed in their honour. Here for three days, food of unleavened bread was given and a whole sura was revealed. The difference was in the niyya.</p> <p>Make a list of all the acts in a day of a child which may be considered as sacrifice and then apply the niyya. e.g. Waking up for Salaa, not to be grumpy, being helpful, obeying mum and dad, giving up playtime to pray Salatudh Dhuhr & 'Asr, being fair whilst playing, being pleasant and greeting even those one does not like, giving up TV to go to Daily Qur'an Classes....</p> <p>Relate the stories - The true Haji & The true winner.</p>	
6	<p>Go over the aya of Qur'an 6:162 encouraging its memorisation and recitation before every salaa. Reiterate the two aspects that have been discussed in the past few days - Salaa & Sacrifice - both with a niyya of everything only for Allah.</p> <p>Introduce the third aspect of our existence which is life on this earth. Explain how life is given to us in trust and we must use it to benefit our hereafter and not to abuse it. Give the simile of a library book that is borrowed to gain knowledge. When one returns it; the book must be in its original condition- not torn or scribbled over.</p> <p>In the same way life is a trust from Allah to be used to take us closer to Allah. We must not use it to commit sins for it will get dirty and neither must we abuse our body by eating junk food and not looking after it for then we will not be able to use it to its maximum potential.</p> <p>Divide life into three sections - Past, present & future. To be able to move ahead we have to first look at the past and correct it. Give the simile of driving a car -</p>	

	<p>one has to look in the mirror continuously and be aware otherwise a car could hit us from the back.</p> <p>The sins of the past are corrected with Tawba. Tell the story of The pillar of tawba & Defence against Shaytan.</p> <p>Instil the fact that what is essential is to be absolutely truthful with oneself-Allah is All-Forgiving but we must first acknowledge that we have committed a sin and not make petty excuses.</p> <p>Tell the story of Have you found your camel?</p>	
7	<p>Go over the aya of Qur'an 6:162 encouraging its memorisation and recitation before every salaa. Still on the aspect of life - this time discuss the present. How to live as a Muslim. Life as a Muslim involves three main things: Eiman, Taqwa, & Akhlaq</p> <p>After Eiman the most important aspect is Taqwa. Explain taqwa using the following examples - I stand before the Lord of the worlds.</p> <p>One's akhlaq is reflected in the taqwa one has. The Prophet (pbuh) was once asked: "Who is the best person?"</p> <p>He replied: "The best person is one who when you see reminds you of Allah. When he/she speaks, your knowledge increases and when he/she acts you think of the hereafter and qiyama."</p> <p>Introduce The flag (alam) - A flag represents the values of its country just as akhlaq</p>	
8	<p>Go over the aya of Qur'an 6:162 continuing with the topic of life - the immediate and long term future of life is death and the hereafter. Explain the permanence</p>	

	<p>of the aakhira and the imminence of death rather than it being something that is a far away thing. Explain that it is only our deeds and what we leave behind that benefit us when we are dead. Therefore whatever we do must be measured against the scale of how it will benefit us in the hereafter where the scale is based on thawab & adhab. Narrate the incident - Only one more hour!</p> <p>We must ensure that all our deeds are converted to gaining thawab. Explain how e.g. If we are eating we must have the niyya of eating to be able to gain the strength to serve Allah (not forgetting the manners of eating, and making sure the food is halal). Relate A window for Adhan?</p> <p>Explain how Imam Ali (pbuh) has said that the bitterness of death lies in fearing it. We do not fear Allah for he is Kind and Merciful, but we fear ourselves. We must make ourselves Muslims (true to the word) so that when death comes we are ready for it. Explain The journey of death.</p> <p>Tell the story of Does a friend refuse to come to a friend.</p> <p>Instil that we must always pray to Allah to make us die as Muslims. Tell the story of The two brothers.</p>	
9	<p>Go over the aya of Qur'an 6:162</p> <p>Continue on the subject of death re-iterating that death is not the end. Relate the incidents of the Prophets some of whom were wary of death too; do not forget the essence of the topic – death for Allah. In the Qur'an, Allah says that those who die in the way of Allah are alive. We must even think they are dead, let alone say it. They are always alive. To remain 'alive' even after we have died we must serve humanity for the pleasure of Allah. In other words we have to do</p>	

good deeds with the niyya of only for Allah. Narrate the story of Hajra - **Sa'ee**. There was no one who saw her but all mankind do what she did in the desert so many years ago. Her niyya was Lillah. We do not have to be grown up to do deeds which will keep us alive - A kind word, a helpful hand, a willingness to serve is a recipe for immortality.

Relate - "**They will drink kawthar before they die**"

Discuss the concept of the following hadith of the Prophets (pbuh)– **Die before you die.**

SCHEMES OF WORK – INSCRIPTIONS ON THE 7 DOORS OF JAHANNAM

Lesson no.	Topics for lesson	Suggested activity
1	<p>Repeat the aya of Qur'an - <i>“Save yourselves and your families from a fire whose fuel is human beings and stones....” Suratut Tahreem - 66:6</i></p> <p>Explain the importance of the family unit in the world. Talk about concentric circles and how they radiate from self, to family, to society and to the world. If there is no caring between people of one family, how can we expect caring amongst strangers? Amr bil Ma’ruf and Nahyi anil Munkar besides being wajib are a sign of caring. When we stop caring we stop doing tableegh.</p> <p>Ask the students to ask themselves a question next time they are sitting together with their families or sharing a meal? Would Imam Mahdi (pbuh) feel comfortable here? Am I doing everything possible in caring for my family? Am I saving them from the fire?</p> <p>Explain that the reason why people do not appear to care is that they are frightened! They will all agree that saving themselves and their families from the fire is caring but they do not do it ... Narrate BUT...</p> <p>Introduce the topic of the inscriptions on the doors of Jahannam. There are 7 doors and each door has 3 articles of advice for those who wish to avoid jahannam.</p>	

2	<p>Repeat the aya of Qur'an - <i>“Save yourselves and your families from a fire whose fuel is human beings and stones....” Suratut Tahreem - 66:6</i></p> <p>Begin with the first door and explain hope and fear as two complementing characteristics - One who hopes in Allah is helped & One who fears Allah is safe. In simple terms hope in Allah is the driving force which drives one to perform good deeds (narrate Kept alive by hope), and fear of Allah is that which ensures that we perform those deeds correctly and within the bounds of Sharia’.</p> <p>Explain how we may perform an apparently good deed hoping for Allah’s pleasure but if the tools and means to perform it were wrong because there was no fear of Allah, all the efforts would be wasted. Give the example of Robin Hood.</p>	
3	<p>Repeat the aya of Qur'an - <i>“Save yourselves and your families from a fire whose fuel is human beings and stones....” Suratut Tahreem - 66:6</i></p> <p>Discuss the topics of the second door - One who does not wish to be exposed on the day of Qiyama should provide clothing to those who do not have any in the world / One who does not wish to be thirsty on the day of Qiyama should quench the thirsty in the world / One who does not wish to be hungry on the day of Qiyama should provide for the hungry in the world. Take the angles of wastefulness & conservation in all three areas of clothing, water and food. Discuss what they can do practically to stop wastefulness. Make the children memorise the part of</p>	

	<p>the aya “...Indeed, Allah does not love those who are wasteful....” 7:31 Ask them to recite it every time they feel they are going to be wasteful.</p> <p>Ask them to make a chart of their progress in conserving water for the next week. e.g. Will they remember to switch off the tap whilst brushing their teeth.....</p> <p>Narrate the incident concerning water in the battle of Siffeen.</p>	
4	<p>Repeat the aya of Qur'an - “Save yourselves and your families from a fire whose fuel is human beings and stones....” Suratut Tahreem - 66:6</p> <p>Continue with the topics of clothing, water and food and discuss awareness of the needs of others. The importance of keeping in touch with current situations. Talk about all Muslims being part of a body as per the hadith of the Prophet (pbuh) Ask a child to pretend that her tooth is hurting, what would he/she do? Immediately he/she will lift her hand to hold the side of the mouth where it hurts, the heart will call out to Allah to help, the tongue will call out to mum, and another hand reach out to medicine!! The reaction is immediate. The same should apply to Muslims in trouble. At least if nothing else, a dua should rise from our hearts for them and we must be in constant touch.</p> <p>Talk about schemes set up by the W.F. for example like Zaynabiyya - the aim is not to make someone dependent but to make someone independent.</p> <p>Narrate Will you survive?</p>	

	Encourage them to bring cuttings from newspapers or write ups of what they had heard on the news about the situation in the Muslim world.	
5	<p>Repeat the aya of Qur'an - <i>“Save yourselves and your families from a fire whose fuel is human beings and stones....” Suratut Tahreem - 66:6</i></p> <p>Discuss the first inscription on the third door of Jahannam - Curse of Allah on the liars. Explain the meaning of the word curse - it means the withdrawal of Allah’s mercy from an individual. Instil that lying is the worse of all sins as it is the root cause of all evil. Narrate Which tire was flat and other anecdotes - We must not let him lose his luggage & A big purple dog from the manual Safar-2.</p> <p>Discuss bukhli - Curse of Allah on the misers. Narrate - I wish to be made blind in one eye.</p>	
6	<p>Repeat the aya of Qur'an - <i>“Save yourselves and your families from a fire whose fuel is human beings and stones....” Suratut Tahreem - 66:6</i></p> <p>Discuss the inscriptions on the 4th door first explaining the meaning of mockery and it’s opposite respect. Give the example of their parents. If they behaved as their parents had taught and expected them to behave they were respecting their parents; however id they behaved contrary to what they were taught and what was expected of them it would be a mockery of their parents.</p> <p>In the same way discuss Allah will humiliate one who mocks Islam & Allah</p>	

	<p>will humiliate one who mocks the Ahlul bayt.</p> <p>Contravening the teachings of Islam and the Ahlul bayt will result in humiliation on the day of Qiyama. Explain humiliation as being shamed. How would we feel if we were shown a video of all the teachings that we did not follow openly and secretly? How would we feel if the video was shown to the people whose opinion counted to us? Our 12th Imam watches it every week and weeps!</p> <p>We do not realise mockery when we are engaged in it. It is only when we face the consequences that we realise it's devastating effects but then it is often too late.</p>	
7	<p>Repeat the aya of Qur'an - <i>"Save yourselves and your families from a fire whose fuel is human beings and stones...."</i> Suratut Tahreem - 66:6</p> <p>Continuing with the inscriptions of the 4th door - discuss Allah will humiliate one who aids the unjust in their injustice to the creatures.</p> <p>Explain the necessity of social freedom for all creation. E.g. if you plant a tree under a roof, you are depriving it of free space and therefore restricting growth. An animal in a cage is deprived of his/her social freedom. For human beings explain exploitation simply. Narrate the story of Firawn (Let my people go!) in relation to the Bani Israil and Prophet Musa (pbuh) Also narrate the consequences - you reap what you sow with the incident of the minister - Muhammad ibn Abdul Malk.</p>	

8	<p>Repeat the aya of Qur'an - <i>“Save yourselves and your families from a fire whose fuel is human beings and stones....” Suratut Tahreem - 66:6</i></p> <p>Introduce the inscription on the 5th door of Jahannam. Discuss the topic - Do not follow your desires for desires are adverse to eiman. Connect it to the inscription on the 6th door - I (jahannam) am haram for those who fast. Explain how fasting helps to resist desires and build up our will power. They must not restrict fasting to the month of Ramadhan only but even try and fast mustahab fasts in the rest of the year.</p> <p>Talk about the inscription - And do not speak that which does not concern you for it disconnects one from the mercy of Allah. Explain that this is a desire that we often do not even think of as a vice. Everything they speak must be thought about because silence can be rectified but speech once said cannot be taken back!</p>	
9	<p>Repeat the aya of Qur'an - <i>“Save yourselves and your families from a fire whose fuel is human beings and stones....” Suratut Tahreem - 66:6</i></p> <p>Explain ijthad from the inscription on the 6th door - I (Jahannam) am haram on those who do ijthad. Explain that one never loses until one gives up trying. Allah has granted us in the nafs endless possibilities - all we have to do is try. Their vocabulary should not contain the words - I can't do it!</p> <p>Narrate - Like a bird who does not know what wings are for.</p> <p>Discuss sadaqa and the favour one who accepts it does on us giving the example of Imam Ali Zaynul Abedeen (pbuh)from I (Jahannam) am haram</p>	

	<p>on one who gives sadaqa.</p> <p>Discuss the concept of Make Allah your partner. Connect it to the previous discussions on awareness of the needs of the Muslim community and the best form of sadaqa. Not only to be content with coppers in the sadaqa box to subdue the voice of Nafsul Lawwama.</p>	
10	<p>Discuss the inscriptions on the 7th door - Take account of your nafs before it is taken account of & Scold your nafs before it is scolded & call Allah before you are returned to Him and do not put a measure on that. Connect these to what was taught from the Muharram 3 manual in the first 10 days of Muharram. Discuss the dua of Abu Hamza Thimali which gives reasons why we are not able to have limitless conversations with Allah even when we make an intention to do so.</p>	

SCHEMES OF WORK – DEATH & BEYOND

Lesson	Topic	Suggested Methodology
1	Introduction to Death	Introduce the topic with the circle of life. (The Lion King). Innaa lillahi wa innaa ilayhi rajiun. (We are from Him and to Him we will return) Explain terminology e.g. Marhum is one on whom there is Rahma (Mercy). Because death does not give notice it is important to be prepared all the time.
2	Introduce Ihtidhar (time just before death) From the recitations we will concentrate on the Kalima, names of Ma'sumeen, Ayatul Kursi, Aamenar Rasul (last 3 ayaat of Suratul Baqara) and 7:54	As the tutor be the person whom they will help to lay down with the soles towards qibla. Ask them to help you recite the recitations especially the Kalima and names of Ma'sumeen. Discuss the necessity to be gentle, respectful at all times, kind, and composed. Read the dua at the time of ihtidhar. Encourage daily recitation.
3	Study of Ayatul Kursi	Begin with the merits of recitation. Most important the hadith of the Prophet (pbuh) "Indeed the greatest aya of Qur'an in Ayatul Kursi" Its benefit of improvement in memory and for every hajat. Explain first part of aya 254 – oneness of God. Explain the concept of His 24/7 Care of creation and His knowledge.

4	Study of Ayatul Kursi	Introduce aya 255 – No compulsion in religion because the right way is so clear..... Discuss religion and what it is – Not just lip service but should manifest itself in actions Aya 256 – Talk of opposites – darkness and light, knowledge and ignorance, good and bad... .
5	Study of Aamenar Rasul (Last 3 ayaat of Suratul Baqara)	Encourage memorisation and focus on the dua of forgiveness. Discuss forgiveness and tawba
6	Aya 7:54 And what to do just after death	Discuss the concept of Allah the Creator. Again as the tutor lay down so the students can carry out all the necessary actions. Suggest keeping the mouth closed with a scarf around the chin etc.... Encourage the recitation of Innaa lillahi wa innaa ilayhi raajiun at all times
7	Ghusl of a mayyit	Introduce the 3 ghusls and discuss sidr and camphor taking samples for the students to see. Using a doll give each student the opportunity to give ghusl. Emphasise the respect for the dead and gentleness to the body and continuous recitation of istighfar and zhikr.
8	Hunoot	Explain the importance of sijda and thus the applying of camphor to the parts of the body which touch the ground during sijda.
9	Takfeen	Use the lesson to demonstrate the putting on of the kafan using a doll. Demonstrate the wajib and mustahab pieces (could be different colours for demonstration purposes). Explain the importance of keeping a kafan (hadith of Rasulullah (pbuh))

10	Jareeda	Use the lesson to allow the children to write the names of the Ma'sumeen on a twig. Explain the importance of the love of the ahlulbayt connecting it to the wiladat of Imam Hasan (pbuh)
11	Salaa 'alal mayyit	Ensure the teaching of the simplest form. Line the students up and go through the recitations.
12	Laylatul Qadr	Focus on Suratul Qadr – Stress that the spirit and angels descend with every affair to Imam Mahdi (pbuh)
13	Talqeen & Tadfeen	Explain talqeen and encourage recitation once a week at least. Practically explain how the coffin is laid. Discussion on finding Qibla in a graveyard.
14	Mourning & Condolence	Discuss all aspects: i) From how to greet one who is bereaved to how to help them. ii) What to do for the marhum - Salatul wahshat, hadiya mayyit....
15	Visiting the graveyard	Besides the recommended recitations, discuss the sanctity of a graveyard and reflecting on life.



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