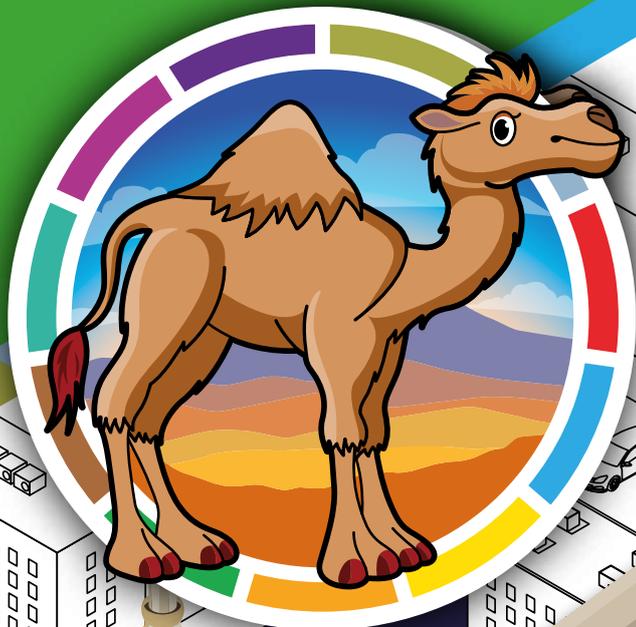


# Qur'an City



8-12  
years

## Sura Al Hujurat Workbook

49 Muhammad Square  
574713



# SUGGESTED SCHEMES OF WORK-SURA AL HUJURAAT

NO.	TOPIC	LEARNING OBJECTIVES	SUGGESTED ACTIVITIES
1	INTRO TO QUR'AN CITY	Introduction to Qur'an City 114 buildings, Makki, Madani, with a focus on Muhammad Square	Label and colour the Makki (yellow) and Madani (green) suwer in the blank Qur'an City Map
2	INTRO TO SURA AL HUJURAAT (MADANI) SURA 49	Benefits of Sura Al Hujuraat Discuss the building of Sura Al Hujuraat 3 Sections and 18 verses Discuss the focus of the sura.	Who am I? Activity on how the Prophet (pbuh) built Madina with the mosque in the centre and the apartments of his family and companions around it.
3	MADINA AND ITS MORPHOLOGY	Discuss how Madina was designed by the Prophet (pbuh) and the prupose of the placing of various aspects within.	Worksheet on building a town. Design your town based on how Madina was designed.
4	RESPECT AND MANNERS TOWARDS THE PROPHET (PBUH) SECTION 1 AYAAT 1 - 5	The Prophet (pbuh) is the most awesome perfect human being who walked the earth Every time his name is mentioned, we recite a salawat. Even his daughter did not call him 'Abiy" (my father) but she called him Rasulullah.	Write salawat on a piece of paper with 33:56 (the aya of salawat) Worksheet on Manners of speech and respect



# SUGGESTED SCHEMES OF WORK-SURA AL HUJURAAT

NO.	TOPIC	LEARNING OBJECTIVES	SUGGESTED ACTIVITIES
5	MANNERS OF RECITING THE QUR'AN SECTION 1 AYAAT 1 - 5	Discuss the etiquettes that need to be observed when reciting the Qur'an.	Worksheets on the Qur'an
6	RESPECT TOWARDS THE AHLULBAYT MANNERS OF SITTING IN A MAJLIS SECTION 1 AYAAT 1 - 5	Discuss Hadithe Thaqalayn of the Prophet (pbuh) to understand the importance of respecting his Ahlulbayt. Talk about the etiquette of sitting in a majlis.	Worksheets on the Ma'sumeen Activity on majalis Maybe explaining the current format Hadithe Kisaa, Marthiya and or Munajaat, Majlis (khutba, Main body, masaib), Ziyara
7	SPREADING FALSE RUMOURS SECTION 2 AYA 6	Discuss how spreading lies and false rumours without verification can cause disharmony between people.	Chinese whispers adding a little bit every time.
8	OBEDIENCE TO THE PROPHET (PBUH) SECTION 2 AYAAT 7 - 8	Emphasise the directive of Allah to obey the Prophet (pbuh) especially for us as we do not have him in front of us. How having eimaan to do so is the grace of Allah.	Worksheet on obeying and following the Prophet (pbuh)



## SUGGESTED SCHEMES OF WORK-SURA AL HUJURAAT

NO.	TOPIC	LEARNING OBJECTIVES	SUGGESTED ACTIVITIES
9	BASIC PRINCIPLES OF DEALING WITH DISPUTES IN A COMMUNITY - BE UNITED SECTION 2 AYAAT 9 - 10	Discuss how the structure of Muslim communities regarding unity is based harmonious existence that establishes durable peace. Go over the 30 responsibilities towards each other.	Handprints of the whole class in a large poster 'holding hands'
10	BASIC PRINCIPLES OF DEALING WITH DISPUTES IN A COMMUNITY - NOT TO DEMEAN PEOPLE SECTION 2 AYA 11	Discuss the three directives given in this aya not to demean others:  Do not make fun of one another.  Do not find faults with each other.  Do not use derogatory nick names.	Make a poster with a list of rules of treating others with respect. Eg. Don't insult people or make fun of them. Listen to other people when they speak, Respect other people's opinions, Do not tease people or mock them. Do not talk about people behind their backs. Be sensitive to other people's feelings.
11	BASIC PRINCIPLES OF DEALING WITH DISPUTES IN A COMMUNITY - THE ETHICAL PRINCIPLES TO FOLLOW SECTION 2 AYA 12	Discuss the ethical principles emphasised in this aya:  Do not have bad thoughts or make negative assumptions about others.  Do not spy or eavesdrop on others  Do not backbite.	Continue with poster of Respecting Others.



## SUGGESTED SCHEMES OF WORK-SURA AL HUJURAAT

NO.	TOPIC	LEARNING OBJECTIVES	SUGGESTED ACTIVITIES
12	DIVERSITY AND TAQWA SECTION 3 AYAAT 13 - 14	Islam rejects all racial, political, ethnological, tribal, geographical, economic, cultural and social segregations and places God-consciousness as the benchmark for excellence. Discuss the concept of taqwa and the qualities of someone with taqwa	Worksheet on Taqwa Make a list of how they have served humanity and were good Muslims
13	JIHAD SECTION 3 AYA 15	Jihad is 'striving'. Trying one's best to reach one's personal best.	Fold a piece of paper into 4 and write body, mind, heart and soul on the 4 sections What would they like to do to reach their personal best in all 4 areas.
14	EIMAAN DEFINED SECTION 3 AYAAT 16 - 18	Talk about how just saying you have eimaan (faith) is not good enough and that it needs to be backed up by manifesting it in your actions. This can be achieved by obeying Allah and His Messenger in all aspects of life in order to reach one's full potential through serving humanity.	Worksheets Faith is not blind Ripples of kindness





**QAMAR**  
The Moon

# Qur'an

## EXILED CORNER

Negative traits


## TAWBA TURN



--	--

Ability to make a U turn towards righteousness

## QIYAMA CLOSE

--	--	--	--	--

## KAMIL CLOSE

Last revelation 5:3 Perfection and completion of religion

--

## CITY

Chapters di  
the

--

Who?

--

When?

## QASAM PLACE

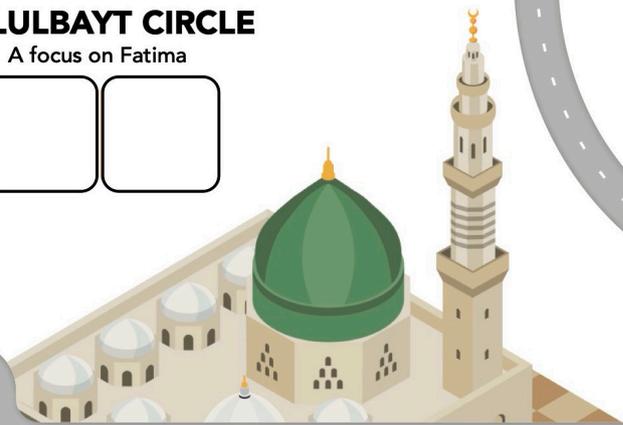
Chapters beginning with an oath




## AHLULBAYT CIRCLE

A focus on Fatima

--	--



## MUHAMMAD

Respect t

## COMFORT ZONE

Console and comfort

--

## ENERGY ZONE

The light of Divine Energy

--

## HAAMIDAAT CRESCENT




Chapters beginning with the praise of Divinity

## DIVINE

In His hand  
and everyon  
Most

d

--

## KA'BA CORNER

Chapters pertaining to the Ka'ba

--	--	--

## HEALTHY ZONE

A chapter than mentions Milk, fruits and honey

--

1. Wudhoo
2. Recite in Arabic
3. Seek protection from shaytan
4. Enter in his name
5. Pronounce the ultimate declaration of independence
6. Recite the dua of the Prophet





A vivid picture of the day of judgement

--	--	--	--	--

## HURUFUL MUQATTA'AAT AREA

29 chapters beginning with a unique letter combination

--	--	--	--

## WOMEN'S CORNER

Femininity

--	--	--	--

## CENTRE

ly related to  
r'an

--

How?

--

What?

## VICTORY CIRCLE

--

M14

## MEEMAAT PLACE

Beginning with Alif Laam Meem



--	--	--	--	--	--	--	--

## HAWAMEEM PLACE

## NIDAA STREET

Beginning with a direct address to the Prophet

--	--	--	--	--	--

--	--	--

M14

Beginning with Haa Meem



## SINGLES



Beginning with a single letter

--	--	--

## D SQUARE

the Prophet

## CENTRE

everything  
and He is the  
merciful

اد

--

## MUSABBIHAAT CRESCENT


Chapters beginning with declaration of His perfection



## TAWASEEN PLACE

Beginning with Taa Seen

--	--	--



## RA'AAT PLACE

Beginning with Alif Laam Ra


M14

## QUL CORNER

5 Chapters beginning with the order of "SAY"




## VIEWPOINT TERRACE

Aspiration of every Muslim - to be a believer (23) and a companion of Janna (39)

--	--

## AMBIYA ANNEXE

2 chapters on Prophet hood annexed to Ra'at place

--	--



## BUILDING A TOWN

The Salam town has been partly damaged by the recent floods. The chief of the Salam Tribe has asked for your assistance. Can you help the Salam Tribe rebuild their town?

In the space below write down all the things that you would construct to rebuild the Salam Town, we have done one for you.

HOSPITAL		



## BUILDING A TOWN

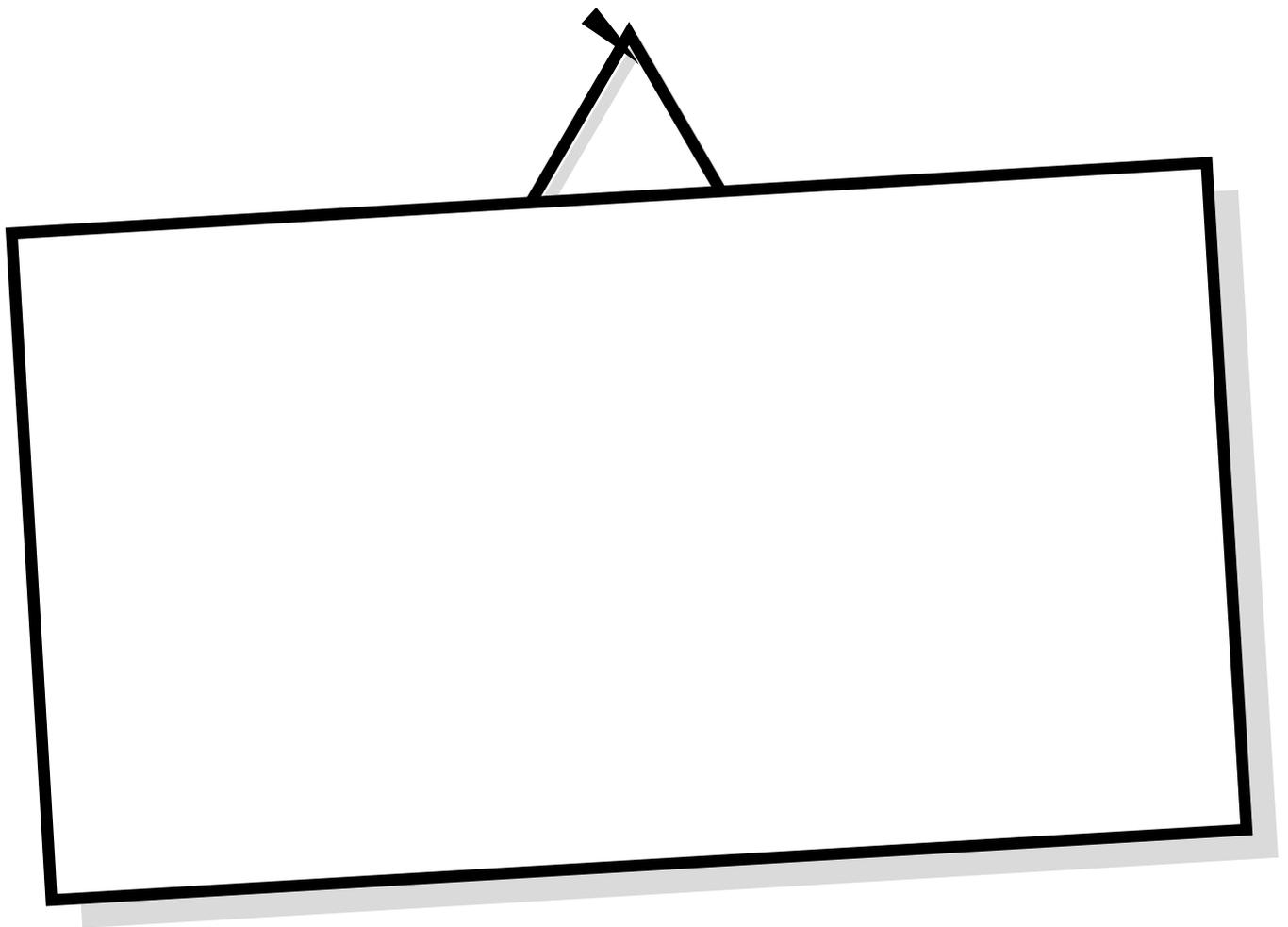
Draw the floor plan of the Salam town below



## ETIQUETTE OF ENTERING SOMEONE'S ROOM

1. Say salaam and ask permission to enter.
2. Always knock before you enter.

Design a plaque to put outside your bedroom door.



## MANNERS OF SPEECH AND RESPECT

Sura Al Hujurat teaches Muslims how to behave with the Prophet (pbuh).

Allah says: "O you who believe, do not raise your voices above the voice of the Prophet nor address him in the manner that you address one another, lest your deeds become worthless while you are unaware."

### Understanding the verse:

1. What instruction does Allah give about how to speak to the Prophet (pbuh) ?

---

---

2. Why do you think Allah links manners of speech to the acceptance of deeds?

---

---

3. What does this verse teach us about the status of the Prophet (pbuh) ?

---

---

4. How could loud or disrespectful speech affect others?

---

---

5. What might happen to a society where people do not listen respectfully?

---

---



**Scenario Analysis:** Read each situation and write what you should do and why.

1. You strongly disagree with a teacher's opinion.

What should you do?

Why?

---

---

2. A parent corrects you in front of others.

What is the best response?

---

---

3. A friend interrupts you repeatedly.

How can you respond respectfully?

---

**Personal Accountability:** Answer honestly.

1. When do I find it hardest to control my speech?

---

---

2. What strategy can I use to improve my talking manners?

---

**Reflection:**

Write a short paragraph:

"How can respecting speech protect my deeds and relationships?"



## OUR MAJLIS

This is a TPS (Think, Pair & Share) activity.

The class will be put into 5 groups and each group will be assigned a task to work collectively to prepare a majlis.

### Group 1

To write some sentences on Hadith Kisaa.

The above should include the following points:

- The narration is from Sayyida Fatima (pbuh)
- The order and etiquette in which every member of the Holy 5 participate in this event.
- The response of Sayyida Fatima (pbuh) to the greeting of every member of her household.
- The introduction of the Holy 5 to Angel Jibraeel by Allah ( Sayyida Fatima (pbuh) being the centre figure.
- The etiquette of Angel Jibraeel when he seeks permission to enter the clock.
- The verse of Purification.

### Group 2

To write a short poem on any of the martyrs of Karbala or to recite a marthiya of their choice.

### Group 3

To write down the story of the lady who threw rubbish on the Holy Prophet every day when he walked past her house. The above should include:

- Behaviour of the old lady.
- Response of the Holy Prophet.
- Lessons of akhlaq to learn and adopt from the story.

### Group 4

To write and recite the ziyara of M14.

### Group 5

To recite the Dua for the protection of the living Imam.



## MY QUR'AN REGISTER

On the Day of Judgement a reciter of the Qur'an will be told, "Recite and ascend ..."

Try and recite a few verses of The Qur'an every day and put a tick in your register below. Once completed, collect your stars from your teacher/parent.

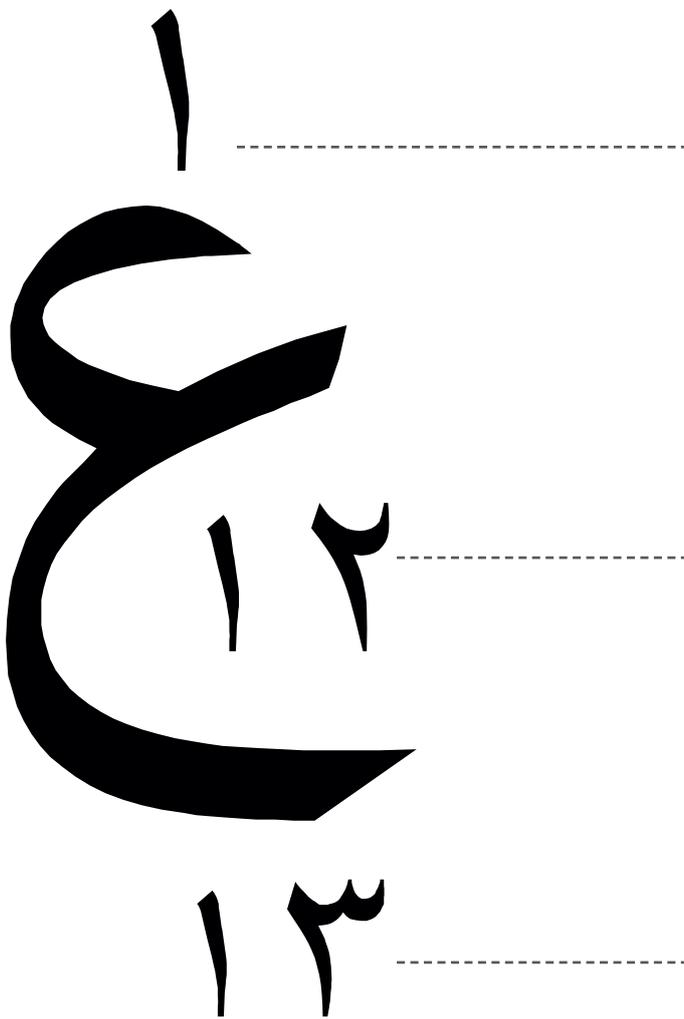
1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>
11 <sup>th</sup>	12 <sup>th</sup>	13 <sup>th</sup>	14 <sup>th</sup>	15 <sup>th</sup>
16 <sup>th</sup>	17 <sup>th</sup>	18 <sup>th</sup>	19 <sup>th</sup>	20 <sup>th</sup>
21 <sup>st</sup>	22 <sup>nd</sup>	23 <sup>rd</sup>	24 <sup>th</sup>	25 <sup>th</sup>
26 <sup>th</sup>	27 <sup>th</sup>	28 <sup>th</sup>	29 <sup>th</sup>	30 <sup>th</sup>



## THE HOLY QUR'AN - RUKU

Below is a picture of a RUKU. Look it up in the Qur'an, you will find it on almost any page on the margin. Explain what the labelled Arabic Numbers mean and also complete this sentence:

A Ruku is .....



The diagram shows a large black Ruku symbol. Three labels with dashed lines point to specific parts of the symbol:

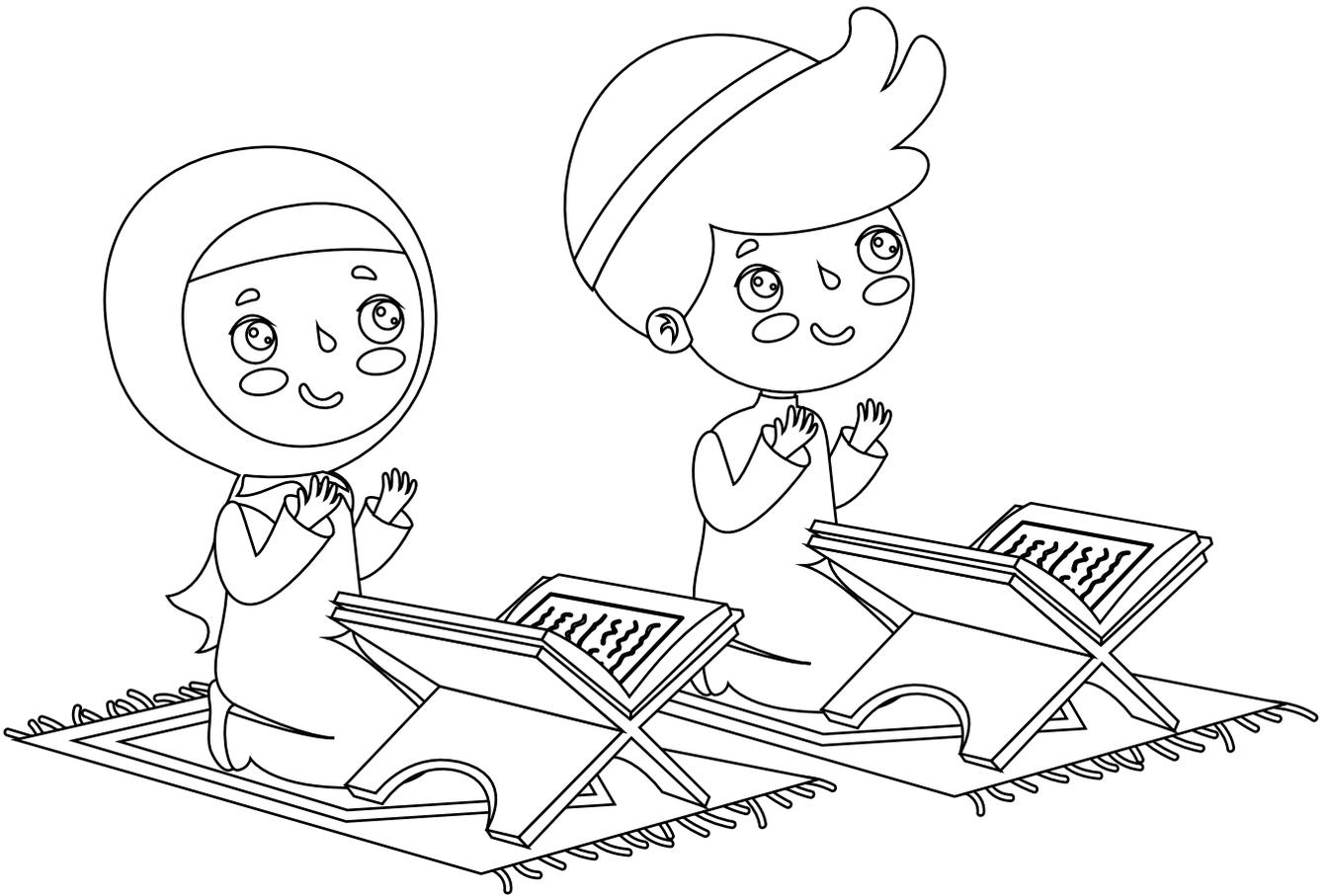
- Label 1 points to the top vertical stroke.
- Label 2 points to the two small vertical strokes in the middle of the symbol.
- Label 3 points to the two small vertical strokes at the bottom of the symbol.

To the right of the symbol are several sets of horizontal dotted lines for writing answers.



## QUR'AN IN MY LIFE

Qur'an is not there only to be read but also to be applied in our life. Colour the picture below of children reading the Qur'an.



Ask your parents if they can help you find a verse of a sura that you know or recite often which you can act upon. Ask them to help you write the meaning of that verse in the box below.

.....

.....

.....

.....

## TERMINOLOGY

Match the columns.

1 Sura

Huruf

Aya

Ambiya

1 Juz

114 Suwer

Harf

Manazil

Nabi

Aimma

1 Manzil

30 Ajzaa

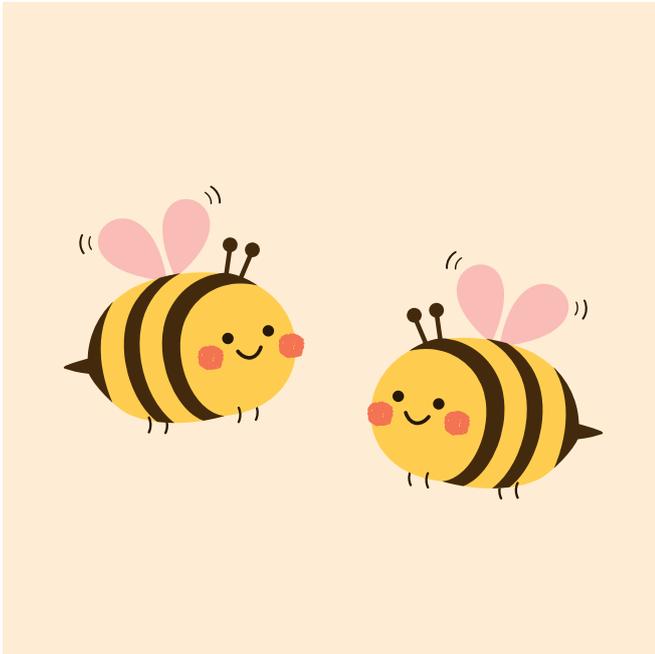
Imam

Ayaat



## QUR'AN AS A HEALER

"We have sent down in the Qur'an that which is healing and a mercy to those who believe." Suratul Bani Israil (17:82)



Honey heals many illnesses; in which Sura does Allah mention the bee and honey as a healer?

.....

## MY M14

Below are 3 columns each having some information about your M14, try and connect them.

Muhammad	Fadaq	Completed and Compiled the Qur'an
Fatima	Fatima binte Asad	Set up a network for khums & zakat
Musa	Buried in Samarra	Related the hadith of "the golden chain"
Muhammad	Died at the age of 42	Asked Muslims to plant trees and crops
Ali	Sahifatus Sajjadiyya	Advised the caliph to mint a Muslim coin
Hasan	Suttana from North Africa	Prepared people for ghaiba of Imam
Ali	Fatima binte Hasan	Taught us to be free
Ja'fer	An Imam at the age of 9	Spent a lot of time under house arrest
Ali	Hamida Al Barbariyya	His body was left on a bridge in Baghdad
Hasan	Went to Mir'aaj	Blue knotted wool tasbee
Muhammad	Arranged arrival of S. Nargis in Samarra	Martyred by a poisoned saddle
Husayn	Jabir (Geber) ibn Hayaan	Signed a cease fire treaty
Muhammad	Zuljana	I can write to him everyday
Ali	Jo'da binte Ash'ath	Encouraged use of sand in sujood



## BROTHERHOOD

Class Activity: to make a paper chain holding hands (paper chain)

### HOW TO MAKE A PAPER BIRD

#### YOU WILL NEED:

- pencil
- paper
- scissors
- Colour pencils

### INSTRUCTIONS

1. Fold paper, accordion-fashion.
2. The number of folds in the paper determines the number of people in the chain.
3. On the top piece of the folded paper, draw a person whose hands extend to touch the folds of the paper on each side.
4. Carefully cut around the person, making sure not to cut where the hands meet the folds.
5. Open up the paper and you will have a chain of several children holding hands.
6. Decorate using colours, markers or crayons.
7. To make the chain longer glue together 5-6 chains.



## DIVERSITY

"Variety is the spice of life." Class

Activity for younger students

### FRIENDSHIP SNACK MIX

- Have each child bring in a half cup of their favourite snack (like; cereal, raisins, crackers, )
- Ask the students to put their snack in a massive bowl.
- Now ask the students to mix them all up slowly .
- Put a handful of the mixed snack in a small container for the students to take home and enjoy.



Class Activity for older students

### COLOURFUL FRUIT SALAD

- Have each child bring in one fruit.
- Cut the fruit into small pieces, mix them carefully in a big bowl.
- Fill small containers with fruit salad mix to give to each student.



For both instances

Talk about how different things go together to make something very good.

This helps get the ideas of diversity and sharing.



## OBEYING AND FOLLOWING THE PROPHET

**Learning Objective:** To be a winner in this life, do what the Prophet has asked us to do and refrain from what he has asked us to refrain from.

### Class Activity:

Play a game of "Simon Says."

Aim of the game is not to be out of the game, this can only be achieved by doing exactly what Simon tells us to do / or not to do.

### Written Activity:

In the boxes below, please write W for Wajib, H for Haraam, M for Mustahab and J for Jaiz.

Lying	Teasing	Backbiting	Recycling
Praying	Helping neighbours	Stealing	Caring
Cheating	Sleeping	Visiting the sick	Making mum a cup of tea
Sharing lunch with friends	Charity	Fasting	Bullying
Eating	Suspicion	Smiling	Cleaning your bedroom



## QUALITIES OF A MUTTAQEE

Some of the qualities of a mutaqee are written for you.

Draw a picture depicting those qualities.

One is done for you.



They eat simple food

They don't get angry easily

They forgive others

They don't harm their neighbours

They have a simple walk; they don't walk with pride.



## FEAR AND HOPE

FEAR and HOPE are the 2 wings of a bird which allow us to reach our highest potential and to our Lord.

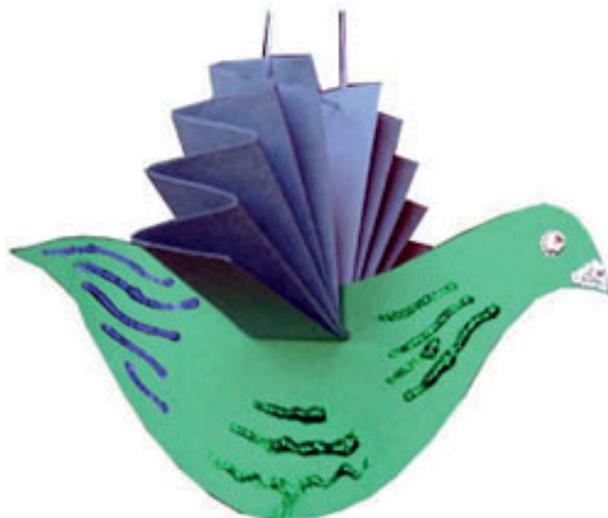
### HOW TO MAKE A PAPER BIRD

#### YOU WILL NEED:

- One sheet of 8-1/2" x 11" card
- Markers, glitter glue and sequins to decorate, scissors and pencil
- String or ribbon to hang the finished bird

### INSTRUCTIONS

1. Make a large template of the bird.
2. Fold the card in half across the middle, then cut in two two 5-
3. Cut around the template, then place it on top of one of the pieces of card.
4. Trace around the template in pencil, and then cut out the bird's body from the card.
5. Cut a slit in the body to insert the wings.
6. Take the second piece of card paper and pleat it along the short edge.
7. Carefully insert the folded paper in the slit in the bird's body and fan out the pleats.
8. Label one wing HOPE and the other wing FEAR you can decorate the bird with sequins, colors, markers and glitter glue.
9. To make a hanger, punch a hole in the tip of each wing and thread through some string. This will help keep the bird upright when you hang it up.



## TAQWA - "WHO IS THE BEST?"

Learning Objective: It is not the shape, size, colour, language that makes a person honourable (best).

### CLASS ACTIVITY

This is a group activity, done in consultation with one another (collective learning). Class to be put into small groups.

1. The teacher to place different types of apples (Royal Gala, Pink Lady, Golden Delicious, Granny Smith, Fuji, Red Delicious, Cox and an organic apple) on her table.
2. Cut some slices of the apples for the students to taste.
3. Ask the students to write down which apples they think are the best in descending order.  
Point to note: They might judge the best apple by size, colour, taste or shape.
4. Once the students have completed their list ask ONE member from every group to present their list (oral) to the class.
5. Let the students discover how similar or different are their answers are from one another.

The teacher to now explain that the best apple is not the one with the perfect colour, size or shape. Rather, it's the one which has grown naturally without any artificial nutrients or pesticides added to it (organic).

Same with us, being the best is not judged by our colour, size, language, culture, knowledge, etc., rather by what we are "inside" Are we what Allah asked us to be? Are we God conscience?



## ISLAM AND EIMAN

Fill in the blanks below:

Islam is the religion of Allah; whoever accepts it is called a .....  
and whoever acts according to that which Allah has commanded is called  
a .....

You are first a ..... then a .....

The moment you ..... and disobey .....

You move ..... from the Eiman Zone into the .....  
Zone and you will still be called a .....

The moment you realise your ..... and you ask for .....  
from Allah you will ..... back to the ..... zone.

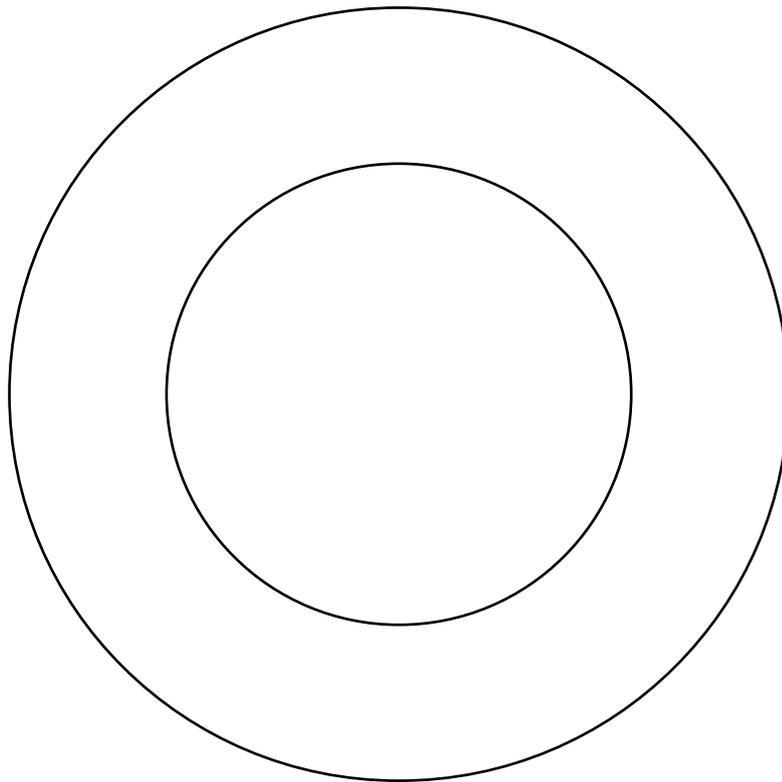


## ISLAM AND EIMAN

As you have learnt in the lesson that a mu'min may not remain a mu'min forever and a Muslim may not remain a Muslim forever due to his actions.

Draw a large circle and call it **ISLAM**. Now draw another smaller circle within this large circle and call it EIMAN.

Here is an illustration:



Below are 4 people who have accepted Islam as their religion. They are Ahmed, Luqman, Hajra and Sarah.

1. Ahmed started doing his salaa and is now very regular with it, recently he has become proud of his salaa and tends to show of.
2. Luqman spends a lot of his money on music CDS AND likes listening to music, but he is trying very hard to stop listening to it.
3. Hajra thrives on gossip and is suspicious of everyone.
4. Sarah likes her Christian parents and still helps them round the house whenever she can.

Place the 4 Muslims in the circles that they were in first (in red colour) and which circle there are in now (green colour)



## FAITH IS NOT BLIND

Eiman means faith and faith means TRUST.

An object lesson on FAITH and TRUST

### YOU WILL NEED

- A blindfold (a scarf will do)
- A chair
- A helper who says he/she trusts you it can be your sibling, your friend or your parent.



1. Blindfold your helper make sure that he/she can't see through the blindfold.
2. Spin him/her around a few times, and then tell him/her to trust you by doing exactly what you tell them to do (follow your instructions).
3. Give him/her simple instructions to walk around the room without running into anything. Try and dramatize and make it scary.
4. Without him/her knowing, place a chair in the centre of the room.
5. Give him/her instructions to the chair so that he/she is standing in front of it in a position to sit, but don't tell him/her the chair is there.
6. Ask him/her to sit down without reaching or feeling around for the chair, but just by trusting it is okay to sit because YOU told him/her to sit.

### INSTRUCTIONS

1. Although we may not be able to see God or how things are going to work out, we can trust Him because He can see all and knows all.
2. Although your helper was blindfolded, his/her faith or trust was not blind. It was based on what he/she knew about you; he/she knew and believed you to be trustworthy. We also need to have total faith in Allah.
3. Just like your helper had to listen for instructions to know what to do, we also have to trust Allah and do what He asks us to do although we cannot see Him. The fact that we know He is our Creator, loves us to bits and would never harm us.

# NOTES



