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INTRODUCTION

The Islamic Charity Projects Association (ICPA) facilitates the delivery of accredited child protection and classroom management courses to its scripture teachers. This is achieved in partnership with accredited NSW school staff in order to ensure that our teachers are up to date with the relevant legislations, policies and best practice when volunteering in NSW government schools.

Our curriculum is based around:

- Islamic events
- Good manners
- Islamic practises common to all Muslims
- Living harmoniously within society while practising Islam in Australia.

Harmony resources:



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CRYPTOGRAM

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
20	18	10	17	11	13	23	4	6	3	25	9	1	19	21	22	8	2	14	24	7	26	5	12	16	15

_____ _____ _____ _____ _____
 6 14 9 20 1 17 21 11 14 19 21 24 20 10 10 11 22 24

_____ _____ _____ _____ _____
 2 20 10 6 14 1

Directions:

This puzzle is called a Cryptogram. At the top there is a KEY that lists all the letters from A thru Z with a box below. Each of the letters has a corresponding number. The bottom part contains a phrase. Each of the blanks has a number underneath it. Fill in the letters that correspond to the numbers below the blanks to solve the phrase.



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CRYPTOGRAM Solution

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
20	18	10	17	11	13	23	4	6	3	25	9	1	19	21	22	8	2	14	24	7	26	5	12	16	15

I S L A M D O E S N O T A C C E P T
6 14 9 20 1 17 21 11 14 19 21 24 20 10 10 11 22 24

R A C I S M
2 20 10 6 14 1



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Colour and learn

Name of student _____



The prophet peace
be upon him said
what means:

One would not have all the
characteristics of a pious
believer unless one respects
his elder and is merciful to
the young one.

Narrated by Imam Ahmad





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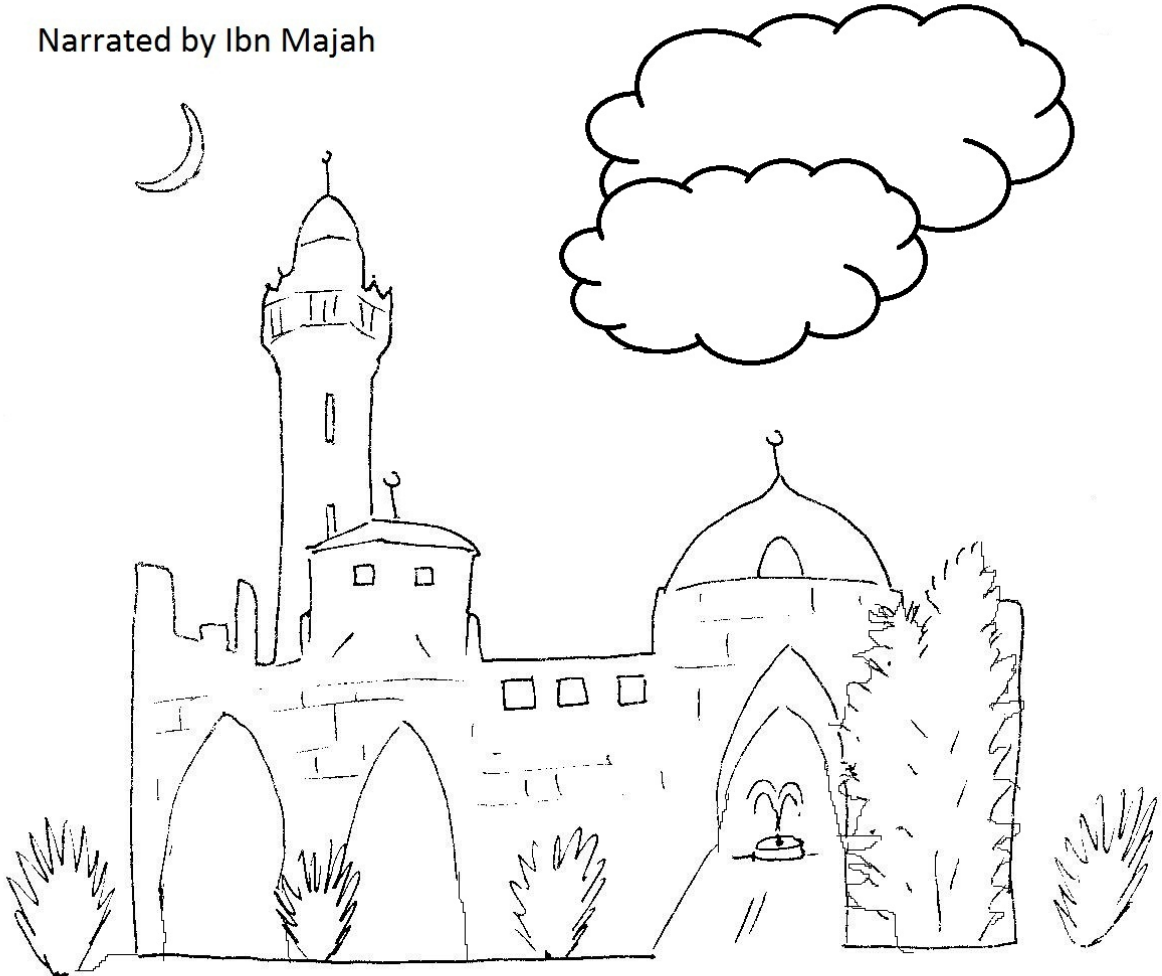
Name of student

I start with the Name of God
Praise be to Him and may He
raise the rank of His
Messenger and protect the
Prophet's nation from that
which he feared for it.

An important Hadith:

"The believer who mixes with people and is patient with their harm is better than the one who does not mix with people and is not patient with their harm."

Narrated by Ibn Majah





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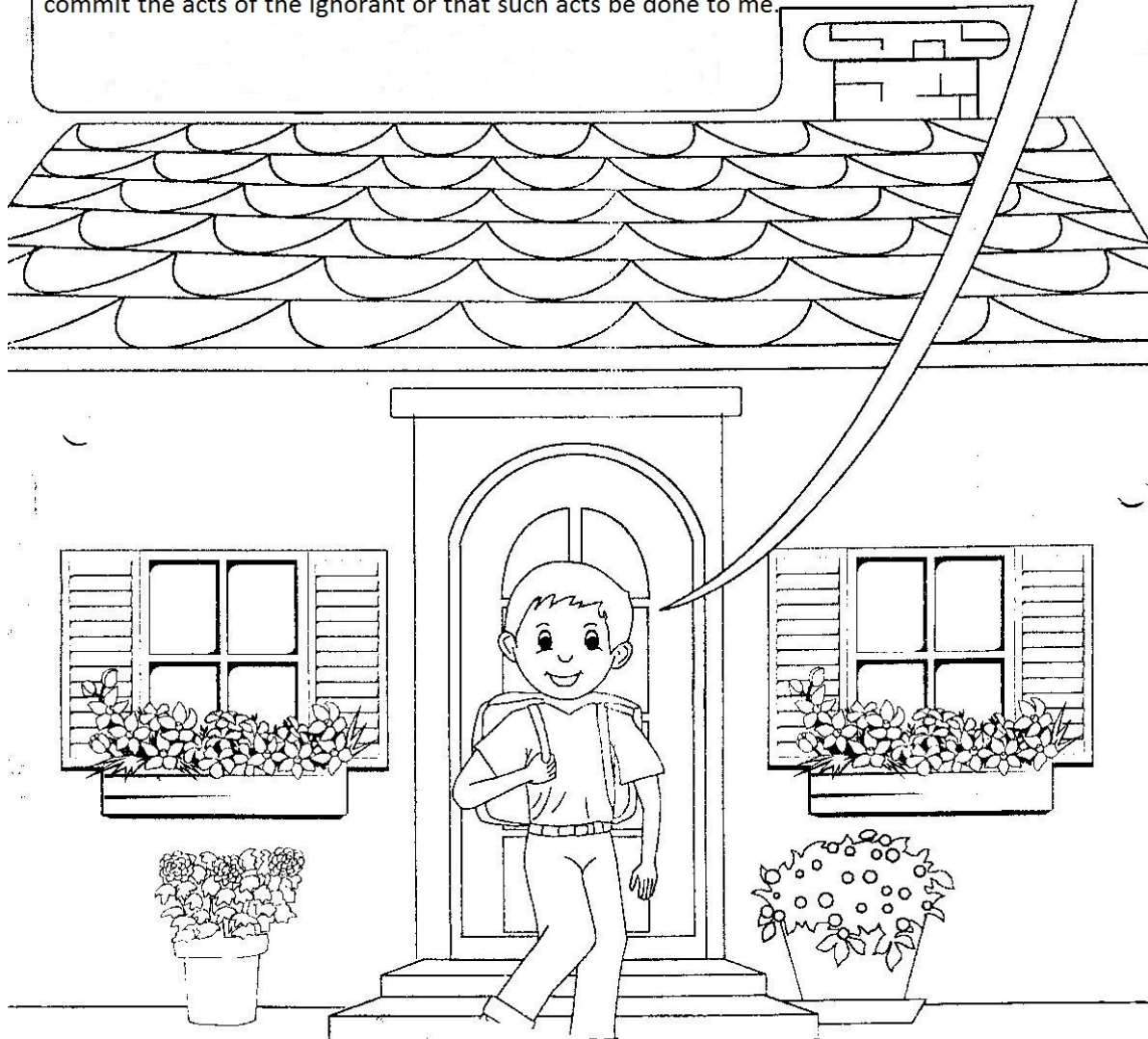
Colour and learn

Name of student _____

*I start with the
Name of God*

Supplication for exiting one's house:

I start with the name of Allah upon Whom I rely, no one can evade sinning except by His protection and no one has the ability to perform good deeds except with His help. O Allah I seek refuge by You from misleading someone or someone causing me to be misled, to commit a sin or someone causing me to commit a sin, to bring about injustice or for someone be unjust to me, to commit the acts of the ignorant or that such acts be done to me.





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SONGS

My mummy taught me

My mummy taught me,

To be kind to orphans,

My mummy taught me,

To be kind to orphans.

And to like the poor people,

And to help the needy ones.

And to like the poor people,

And to help the needy ones.

To do good deeds,

With the ones in need.

To do good deeds,

With the ones in need.

If we see an old person,

Crossing the road alone,

Standing and reluctant,

Only his staff is his friend.

We hold his hand then,



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Wait a little bit,

Up until the cars stop,

A little bit.

We do the good deeds,

With the ones in need,

We do the good deeds,

With the ones in need.

If you see a rock,

In the middle of the path,

Please remove it,

Put it aside off the path.

A person might get harmed,

From that object.

He might slip and fall, and

Bleed from it.

So do the good deeds,

With the ones in need,

So do the good deeds,

With the ones in need.



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Forgive me

I used to think this life was mine
I worked and slept and played and dined
But still my heart was cold and hollow
I ached and wept with dread and sorrow

I'd wake up to a morning so sunny and bright
And hoped this day I'd see the light
The light that I was aching for
Was to feel complete and rich not poor

Despite the wealth and good health that I had
For some reason, I was always sad
I used to think this life was mine
Until I slid into dark decline

To you my Lord I turn in dismay
Forgive me, guide me, with humbleness I pray
For I have sinned whilst in darkness and Now I seek your guidance

Oh Allah, sincerely I repent
I'm sorry for my past
And painfully regret

Oh Allah, sincerely I repent
I'm sorry for my past
And painfully regret

I used to think this life was mine
I'm awake now, thanks to my Lord
I used to work, sleep and play and dine
Now I pray, fast and seek the knowledge all the time.

Praise be to you, my God, My Lord
In all good deeds I seek your reward
When all are asleep, I awake at night



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To pray and recite with tears of fright

All my sins I can now see
Forgive me Lord, have mercy on me
I pray and beg, with humbleness I plea
Forgive me Lord, have mercy on me

Oh Allah, sincerely I repent,
I'm sorry for my past
and painfully regret

Oh Allah, sincerely I repent
I'm sorry for my past
And painfully regret

Oh Allah

ISLAMIC EVENTS LESSONS

Lesson	Outcomes	Duration	Evaluation <i>Teacher to tick if she completed the activity and add notes.</i>
One	1. Teacher introduces herself.	3 minutes	<input type="checkbox"/>
	2. Teacher asks students about their name and asks about something special about the student. This should help the teacher remember the students' names (even if they already know the	7 Minutes	<input type="checkbox"/>



	student)		
	3. Teacher recites the Fatihah in front of students.	15 Minutes	<input type="checkbox"/>
	4. Teacher encourages students to recite Fatihah and begins the process of memorisation with student.		
	5. Teacher ends lesson by reading to students the paragraph “I am a young Muslim” and tells them that they will be memorising it the following week.	5 Minutes	<input type="checkbox"/>

Lesson One: Introduction

a) *Teacher introduces herself.*

- ❖ My name is ... (Write your name on the board).
- ❖ I am very happy to be with you today because...
- ❖ I want you to learn this year. It is important to learn because...

Talk about behaviour in class...

- ❖ When I am talking, I want you to listen.
- ❖ Please do not call out.
- ❖ Focus in class
- ❖ Use your best manners at all times!



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- b) *Teacher asks students about their name and ask about something special about the student.*
- ❖ Go around the class and ask each student what their name is.
 - ❖ Then ask them to mention something about themselves e.g. what their favourite colour is, what their favourite food is, what their favourite sport is? etc.
 - ❖ Try to memorise their name. E.g. Mariam loves the colour red. Use this to remember her name.
 - ❖ Go around the class and try to say their name again. (This will show that you are making an effort to establish a good relationship with them.)

c) *Teacher encourages students to recite fatihah and begins the process of memorisation with student.*

- ❖ Teacher recites the Fatihah and students repeat. (Three Times)
- ❖ Teacher asks students if they know the Fatihah off by heart.
- ❖ Encourage them to recite it on their own.
- ❖ Use Worksheet 1 and show students the Ayahs of the Fatihah in Arabic.
- ❖ Read the meaning in English.
- ❖ Recite the Fatihah as a class.

(Teachers should emphasise the importance of learning various verses of the Quran throughout the year)

d) *Teacher ends lesson by reading to students the paragraph:*

- ❖ I am a young Muslim
- ❖ I Love Allāh My creator
- ❖ I Love Muhammad my Prophet
- ❖ I Love the Qurān my Book
- ❖ I Love Islam my Religion



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The Chapter al-Fatihah: WORKSHEET 1 (W1)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ

الرَّحْمَنِ الرَّحِيمِ

مَالِكِ يَوْمِ الدِّينِ

إِيَّاكَ نَعْبُدُ وَإِيَّاكَ نَسْتَعِينُ

اهْدِنَا الصِّرَاطَ الْمُسْتَقِيمَ

صِرَاطَ الَّذِينَ أَنْعَمْتَ عَلَيْهِمْ غَيْرِ الْمَغْضُوبِ عَلَيْهِمْ وَلَا الضَّالِّينَ

1. Bismillahir-Rahmanir-Rahim.
2. Al-Hamdu lillahi Rabbil- ^alamin
3. Ar-Rahmanir-Rahim.
4. Maliki yawmid-Din.
5. Iyyaka na^budu wa iyyaka nasta^in.
6. Ihdinas-siratal-mustaqim





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7. Siratal-ladhina an ^amta ^alayhim, Ghayril-maghdubi ^alayhim wa lad-dallin.

The Meaning of the Fatihah

1. I start my recitation with the Name of Allah (the One Who deserves to be worshipped), Who is ar-Rahman (the One Who is merciful to both the Believers and non-Believers in this life), and ar-Rahim (the One Who is merciful to the Believers only in the Hereafter).
2. Praise and thanks to Allah, the Rabb (Owner) of the worlds (of angels, humans, jinn, and others) for the givings He granted without Him being obligated to do so.
3. He is ar-Rahman (the One Who is merciful to both the Believers and non-Believers in this life), and ar-Rahim (the One Who is merciful to the Believers only in the Hereafter).
4. He is the Owner of the Day of Judgment.
5. To You (Allah) only we dedicate worship (the ultimate subjugation), and from You (Allah) only we seek help.
6. Keep us guided (firmly) on the Straight Path (Islam),



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7. Which is the Path of those upon whom You bestowed guidance by Islam (prophets and other Muslims), not the path of those whom You willed to punish, or the path of those who went astray.



Activities and outcomes

Lesson: Lying

Question 1: What is lying?



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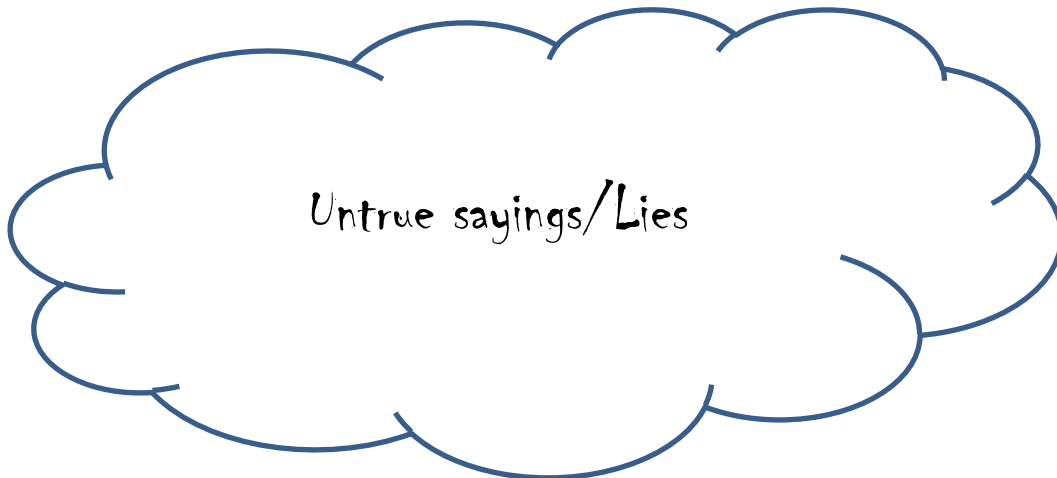
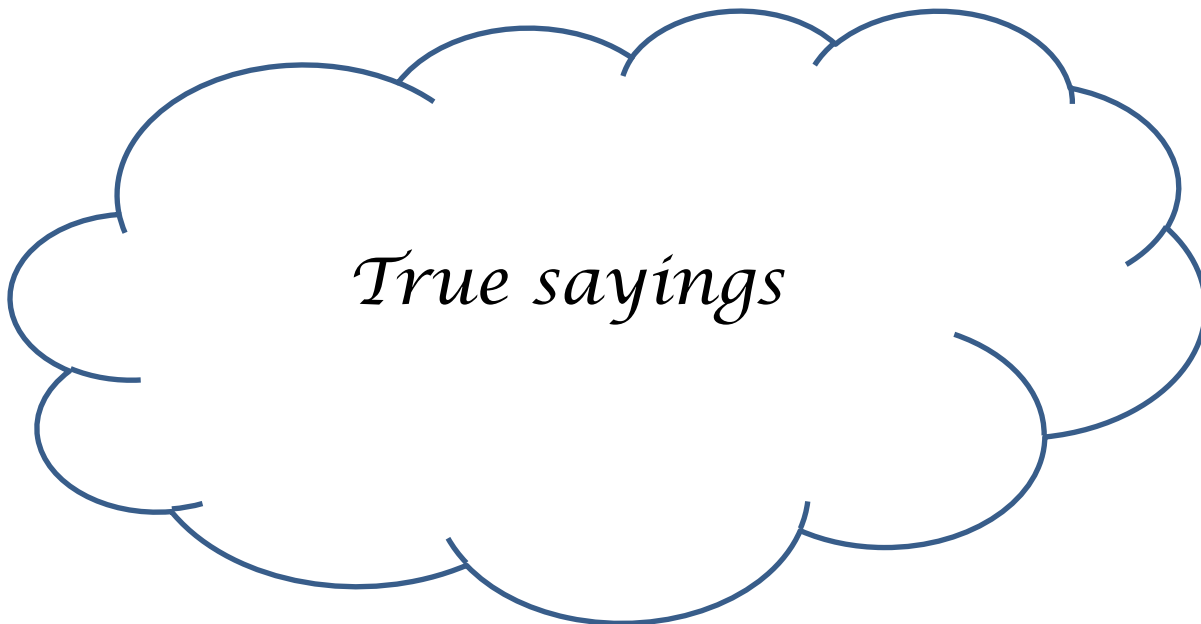
Question 2: What is the opposite of lying?

Outcomes

Students to memorise the following statement:

“Muslims should not lie, whether serious or joking.”

Get students to make a list/brainstorm examples of true statements and examples of lies in separate bubbles.





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*Get students to brainstorm the consequences behind lying e.g. Ruin your reputation, might hurt the victim.

* *This activity will help students to understand the wisdom behind why lying is sinful.*

Some reasons why is lying bad

Lesson: The Isra'

Question 1: Who accompanied the Prophet during the Isra'?

Question 2: What animal did the Prophet ride during the journey?

Question 3: What is the name of the Mosque where the Prophet travelled to and prayed?

Question 4: Who gathered at the Mosque to pray behind the Prophet?

Activities

Show students a picture of Masjid Al Aqsa

Memorise the statement: Prophet MuHammad's Night Journey was by body and soul

Tell the students the story of the pious woman who used to comb the hair of Pharaoh's daughter

*Worksheet-students fill in the blanks regarding the Isra'



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*word bank provided

Isra'

Word Bank

Al-Buraq	Jibril	Jerusalem	Night
Masjid Al Aqsa	Soul	Makkah	Jesus
Adam		Imam	Miracle

Fill in the blanks

Isra' means _____ (night) journey. The journey was from _____
(Makkah) to _____ (Jerusalem). The journey was by both body and
_____ (soul). The Prophet rode on an animal called _____ (Al-
Buraq). Angel _____ (Jibril) accompanied the Prophet on his journey.
At Jerusalem the Prophet prayed at _____ (Masjid al-
Aqsa). Allah gathered all the Prophets there from _____ (Adam) to
_____ (Muhammad) and Prophet Muhammad led them in prayer as



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their _____ (Imam). The night journey was a
great _____ (miracle) that happened to the Prophet, peace be upon him.

Lesson: The Mi[^]raj

Question 1: Which Prophets did Prophet MuHammad see during his ascension to the seven heavens?

Question 2: How many Angels enter Baytul-Ma[^]mur every day?

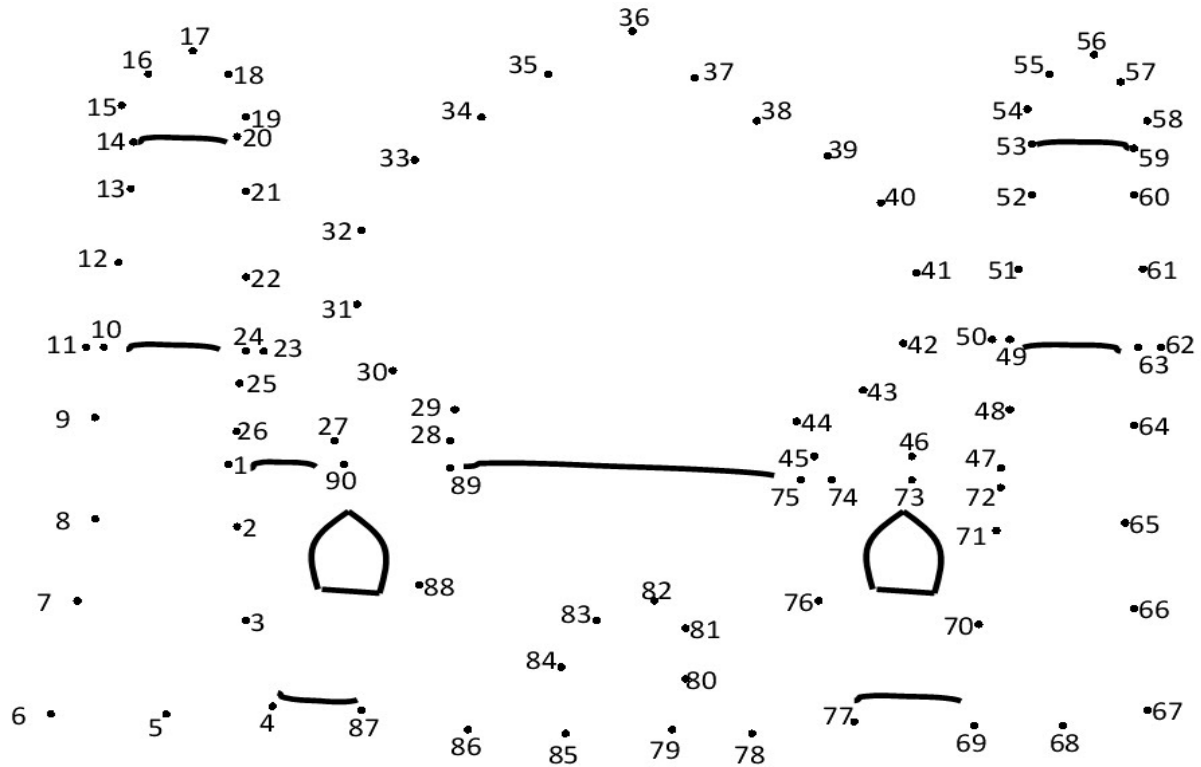
Question 3: Who is the Angel in charge of Hellfire?

Question 4: Who is the Angel in charge of Paradise?

Activity

(continuation from last lesson)

Memorise the statement: Prophet MuHammad's Night Journey and ascension to the skies were by body and soul. Dot to Dot stencil of mosque and colour it:



*Worksheet-children fill in the blanks regarding the Mi^raj

Word Bank

Ascension	Al-Bayt alma^mur	Adam	Yahya
Harun	^Isa (Jesus)	seven	Yusuf
Malik	Idris	Musa (Moses)	Ibrahim
	Sidratul Muntaha		



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Fill in the missing words

Mi[^]raj means _____ (Ascension). During the Mi[^]raj the Prophet ascended to the _____ (seven) heavens. In the first heaven Prophet MuHammad saw Prophet _____ (Adam). In the second heaven he saw Prophets _____ (^Isa/Jesus) and _____ (Yahya) who were cousins. In the third heaven he saw Prophet _____ (Yusuf), in the fourth he saw Prophet _____ (Idris), in the fifth he saw _____ (Harun) in the sixth he saw Prophet _____ (Musa/Moses) and in the seventh heaven he saw Prophet _____ (Ibrahim). The Prophet also saw _____ (Sidratul muntaha) a beautiful tree in the seventh Heaven and _____ (al-Baytul-Ma[^]mur) where seventy thousand Angels enter every day. On that night, Prophet MuHammad also met the Angel _____ (Malik) who is in charge of the Hellfire.

Lesson: The 15th of Sha[^]ban

Question 1: What is the lunar month after the month of Sha[^]ban?

Question 2: What did the Prophet say regarding the 15th of Sha[^]ban?



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Question 3: What are some examples of good deeds to perform on this night?

Activity

Class activity: get the class to brainstorm acts of obedience

Try to get the class to memorise the Hadith narrated by Ibn Majah by having them repeat the statement and then by selecting the more confident students to say the statement on their own

Find a word with acts of obedience

or

Split the class in groups of 5 and have them make a collage (drawings) of acts of obedience

15th of Sha[^]ban:



*Acts of
Obedience*

Lesson: Ramadan

Question 1: What is fasting?

Question 2: What are the 2 integrals of fasting?

Question 3: What is the intention to fast?

Question 4: From what time until what time does the Muslim fast?

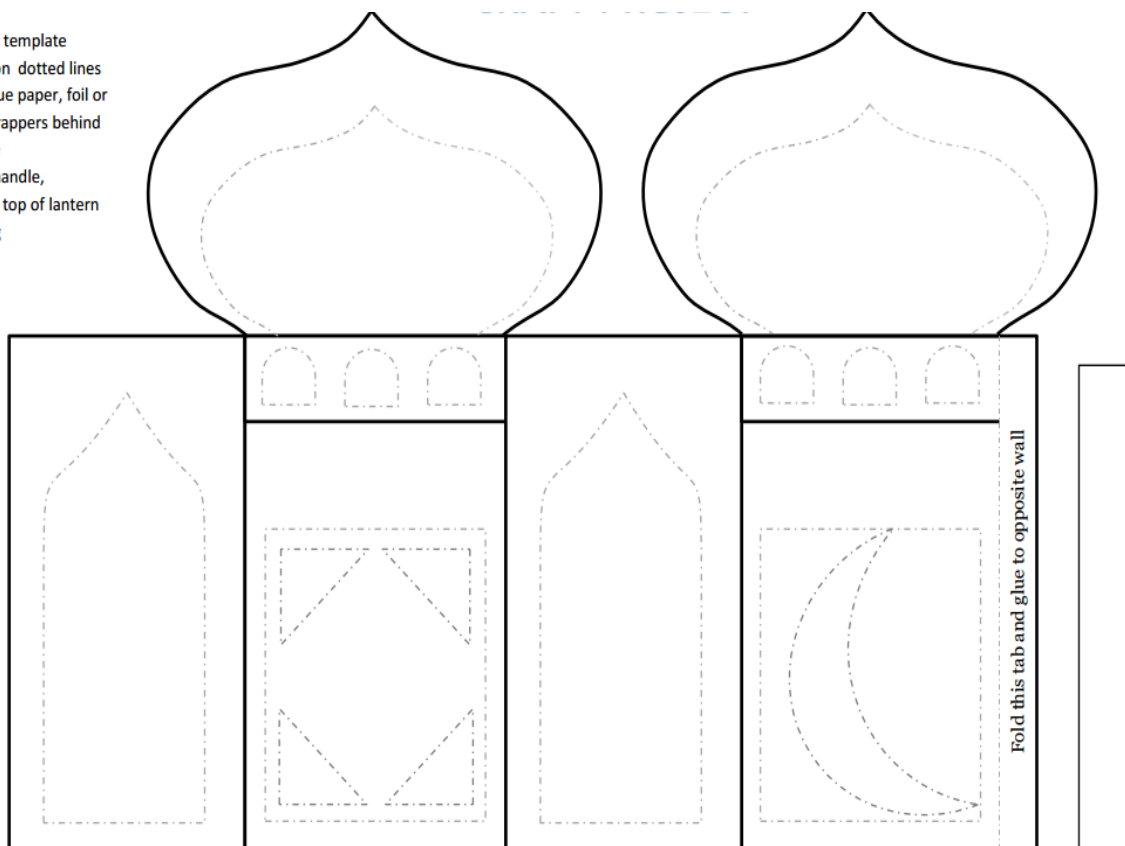
Question 5: What are some things that might break the fast?

Activity:

Get children to memorise supplication to be said before breaking one's fast

Children make a Ramadan lantern

- 1) Print this template
- 2) Cut out on dotted lines
- 3) Glue tissue paper, foil or sweet wrappers behind template
- 4) Cut out handle, attach at top of lantern and hang





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Lesson: The Night of Qadr- (Lesson to Span over two weeks)

Question 1: What is the best night of the year?

Question 2: When was the Qur'an revealed to the Prophet?

Question 3: What happens during the Night of Qadr?

Students to repeat Surat Al-Qadr after the teacher, memorising the first three verses during the first week and the next two verses the week after

Once they have memorised Surat Al-Qadr, split the class into groups of 5 where each group member memorises one verse and then they recite the whole surah together in front of the class.

Lesson: ^Eidul ADHa and story of Prophet Isma^il

Question 1: Where do Millions of Muslims go to perform Pilgrimage?

Question 2: What was the name of Prophet Ibrahim's son and his mother?

Question 3: What were the names of the mounts that Hajar ran to and from in order to seek water?

Question 4: How many times did Hajar run between the two mounts?

Activity:

Make Eid greeting cards for their parents by decorating a template of Ka^bah by using bits of glitter, feathers, cellophane etc. On the overside of the sheet students are to write a message for their parents



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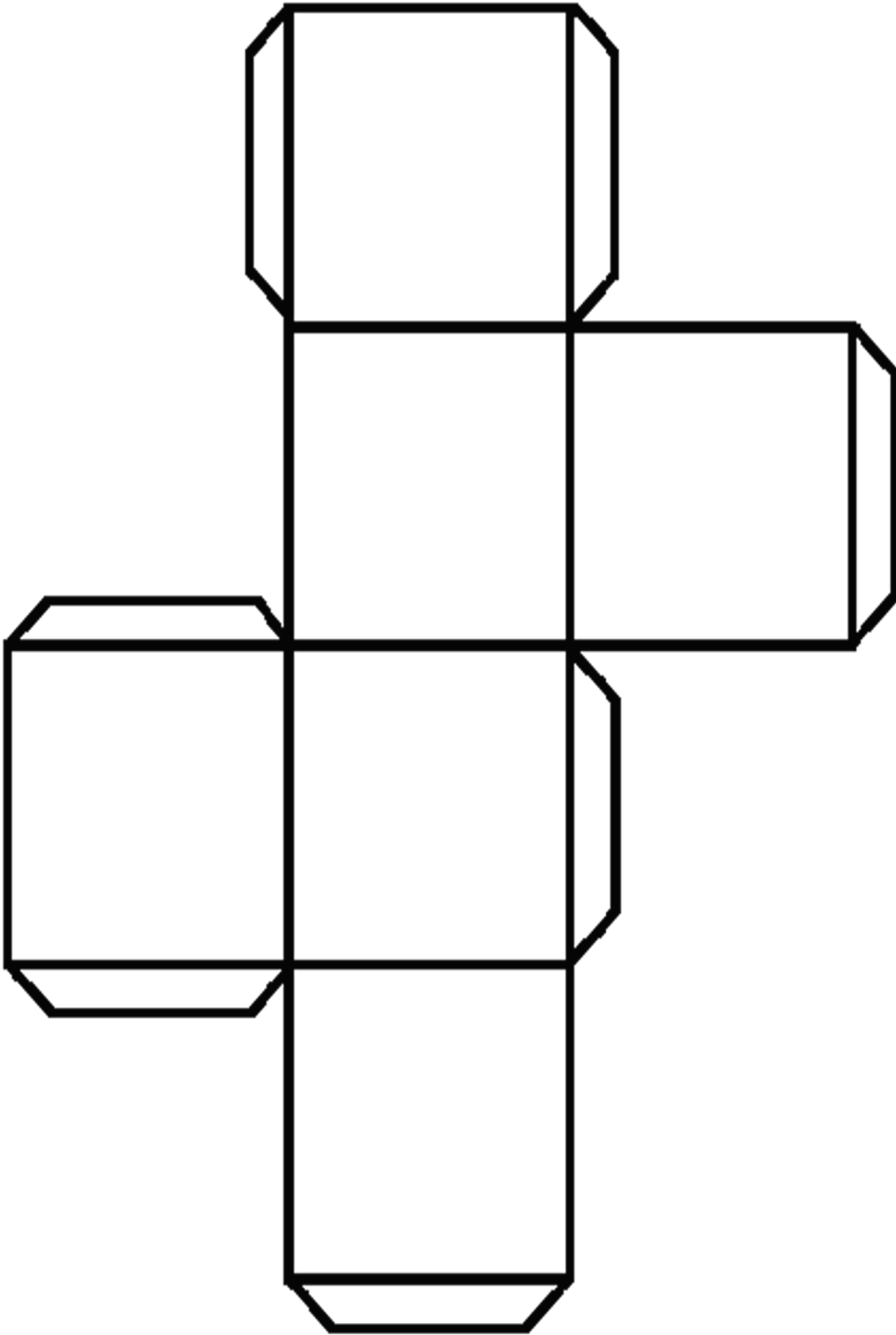


Students are to make a model of the Ka^bah. Students are to decorate the template and then fold along the edges to make the model



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Lesson: The Prophet's Immigration (Hijrah)

Question 1: Where was the Prophet born?

Question 2: Where did the Prophet immigrate to?

Question 3: What was the name of the cave that the Prophet and Abu Bakr entered?

Question 4: With whom did the Prophet stay when he arrived in Madinah?

Question 5: Where was the Prophet buried?

Activities

Show the children a picture of the Prophet's mosque and the burial place of the Prophet

Students to decorate an Islamic New Year greeting card

Explain to students that the Islamic year dates from the time of the Prophet's migration.

Show students an Islamic calendar including the names of the months and the year. Explain how these months begin and end.

Students to decorate their own Islamic New Year greeting card

Lesson: ^Ashoura'

Question 1: On what date does ^Ashoura' occur?

Question 2: What are some events that happened on Ashoura'?

Question 3: What do Muslims do on the 9th and 10th day of Muharram?

Activities

Read the story of Prophet Moses and his victory over Pharaoh or the story of Prophet Noah during the flood.

Discuss the story and emphasise that Miracles only happen to Prophets.

Discussion Questions



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When reading about the miracles of Prophets ensure that students understand that the events are extra-ordinary. At the end explain what we mean by the miracle being extra-ordinary.

Complete a find a word about events that have happened to Prophets

I M M I G R A T I O N N J H T M Y W M I
R R J O U R N E Y U P O N L E O B F O C
J Z W C U W B E Z C F A K X H P E H G H
X T F U G O L X I N B H L U P P T Q I A
Z Q E B M S K B C I O A F U O L H D K R
S J H M U I P B T G D N Q L R O L C F I
E T O S D J R T F H T U I I P U E N D T
G R E N Y B V A L T Q W E U K E H V G Y
Y J X M D R A G C A T M T N I U E A C I
I F O Z T N A O Z L R L D D E L M R V Z
R U X D X O D E O X E R I O J L L K L T
U R I T K V U Z P V L S K J O Z W G Y N
A W R Y L V D A H S U I A D F L U X Z L
F M T V B N U W A Y F H V V L U F J L R
A K O E G Y P T R C V N C N I L R O F O
N Q T S H M V V A H R T M M P X H Y J Y
Z U B U E H D I O P P A E H E A V E N U
O R L I Z S Y D H U F U O R H D P P C Y
O B S P W A T F Q I F U D T M P C L N F
G S A U J I Y Y Y B X M D Q B Z Q U E H

PROPHET	NIGHT	NOAH	MIRACLES
PHARAOH	HEAVEN	JESUS	EGYPT
ARK	IMMIGRATION	HAJJ	CHARITY
BETHLEHEM	MOSES	FLOOD	JOURNEY
EID			



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Lesson: Prophet ^Isa

Question 1: What was the message of all the Prophets?

Question 2: Who was the Prophet that came before the Prophet MuHammad?

Question 3: Who are the five best Prophets?

Question 4: What was the name of Prophet ^Isa's mother?

Lesson: Biography of the Prophet MuHammad + Mawlid celebration

Question 1: When was the Prophet peace be upon him born?

Question 2: What was the name of the Prophet's mother?

Question 3: What was the name of the Prophet's father?

Question 4: What was the name of the Prophet's grandfather?

Question 5: Where was the Prophet born and where did he die?

Question 6: What is the year of the Elephant?

Activity:

Practice saying "Sallallahu ^alayhi wa sallam" whenever the Prophet's name is mentioned; or peace be upon him.

Get students to fill in the blanks:



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Word Bank

Makkah	Messenger	Madinah	Halimah
Khadijah	Twelfth	Rabi^ul Awwal	Miracles
Elephant	Abdullah	Sixty three	Aminah

Fill in the blanks

Prophet Muhammad, peace be upon him, was born on the

_____ (twelfth) of _____ (Rabi^ul awwal) in the

year of the _____ (Elephant). He was born in the city

of _____ (Makkah). His mother's name was

_____ (Aminah) and his father's name was -

_____ (^Abdullah). _____ (Halimah) was his

nursing mother. The name of his first wife was _____ (Khadijah).

Prophet MuHammad is the last _____ (Messenger). Many



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_____ (miracles) happened to the Prophet during his lifetime. He migrated from Makkah to _____ (Madinah). He died at the age of _____ (sixty-three).

ISLAMIC KNOWLEDGE SERIES OF LESSONS

Lesson 1 – The best of deeds

Questions:

- 1) State the hadith about the best of deeds.
- 2) State some examples of good deeds.
- 3) What is the best of deeds?
- 4) State the testification of faith in Arabic.
- 5) State the testification of faith in English.

Activity:

The names of good deeds are written vertically then think of a word for each letter. E.g. for prayer:

Peace

Rayyan

Allah

Yemen



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Every

RamaDan

Remember, be descriptive!!

P

H

R

A

A

J

Y

J

E

R

Lesson 2 – Surat al-IkhlāS and al-Falaq

Memorise meaning of qul huwallāhu aḥad: “Say that Allah is One without a partner”

Worksheet for cutting out the verses to place them in order and match ayah with meaning after teacher has given the lesson.

Match the verses of Surat Al Ikhlas and the meaning of each verse in the correct order:

Lam yalid wa lam yulad.



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لَمْ يَكِدْ وَلَمْ يُؤَدِّ

AllāhuṣṢamad.

اللَّهُ الصَّمَدُ

Wa lam yakullahu kufuwan aḥad.

وَلَمْ يَكُنْ لَهُ كُفُوًا أَحَدٌ

x

Qul Huwallahu Aḥad.

قُلْ هُوَ اللَّهُ أَحَدٌ

Allah is one without a partner to him

All creations need Allah and He does not need any of them

He is not the origin of anything and he did not originate from anything



He has no equal in any way

Lesson 3: Allah does not need anything

Questions:

- 1) What are some of the things Allah created?
- 2) What is the ^Arsh?
- 3) Complete the following sentence: Allah is the Creator of everything, so Allah does not need _____. (answer: anything)
- 4) Recite one Du^a' supplication in English.

Suggested learning activities for this lesson:

The teacher first reads the lesson and then begins another time but this time she lets a student complete the last word of each sentence. For example, she says: "Allah created the air, so Allah does not need _____." The student says "the air", and so on for each sentence she chooses a different student.

She teaches the students the supplications in English. This may be done by repeating the supplication with the class, then gradually leaving out words so the students can say it by themselves. For example, first she says: Praise be to Allah Who gave me food and water to drink.

Then she says Praise be to Allah Who gave me food and water to ...

Then she says: Praise be to Allah Who gave me food and

Praise be to Allah Who gave me

Praise be to Allah Who gave

And so on until they memorise it and the other supplication.

Lesson 4: Allah does not resemble anything

Questions:

- 1) What is another way of saying "He does not resemble it"? (Answer: He is not like it).
- 2) What are some things Allah created?
- 3) Fill the gap: "Allah created everything, so He _____." (Answer: doesn't resemble anything OR is not like anything).



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- 4) In which surah in the Qur'an does it mention that there is nothing like Allah? (Answer: Surat ash-Shura)

Suggested activities

The teacher first reads the lesson and then begins another time but this time she lets a student complete the last word of each sentence. For example, she says: "Allah created the air, so Allah does not resemble _____". The student says "the air", and so on for each sentence she chooses a different student.

She teaches the students the meaning of the ayah in English and the supplication in Arabic. This may be done by repeating with the class, then gradually leaving out words so the students can say it by themselves, as with the last lesson.

Lesson 5: Islam is the Religion of all Prophets

Questions:

- 1) Which Religion did Allah order us to follow?
- 2) What is the Religion of all the Prophets?
- 3) Who was the first Prophet?
- 4) Who was the last Prophet?
- 5) Who are the best five Prophets?
- 6) What did all the Prophets teach the people to say?

Suggested activities:



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Find-a-word Prophet names

M I Y C K Y Z O O E P Z Q D N Z L R G A Z D X A J
U E A V Y I U L Y Q R G T X B T H J O R N A W Y F
H W J A M S B Y Y C H D E D K D E B H O J Y C Y A
A R C S H H L C S Y U S U F U X L U D A W U D I L
M I X N A A A C U M C R V F K H Y Q K O L U G R F
M D I L O Q Y C L K U R J L I E D A H N R Y F A X
A H N B R M Y B A H R S T S I Z S A F R Q F U K D
D U D J R M U T Y L G U A K Y M G Y U U K M J A M
G L I Y T A B R M H E P Q J P P I C V R L T N Z C
Y K C H R W H M A S R Z N A Y S Z R B W G S O S Y
E I X Q L A H I N U T U L A A Z G I Q T Y N M B T
G F C W G C W D M N H T H Q W H M T W M R C H W T
K L V Z J V N X E U U Y S D C L U E I W L T J W H
I U V Z Z D U W W Y A I C Z N N Q S W D F S Q S I
J D G M B X R J B Y W C I F U D G Z W O A C S Q G
I C R O Q W A W Z T R A Y T H C S D P T N Z P I K
O L M I A H H D F U Q L K C I X Q W V F O T N G K
O K Y C S V W Y G X B I M J N R K B D T R Y V Z H
T T I A D P G Z X G N U C B C F K V C L E G D Y I
S F Y T S O T Y U J A M Q W M P F O K W E J W Y A
B A L L A H V P Q C X G L V O U M X B O R E Z V W
O W L A T S L I A M S I F Y T Y I I H K D V K N L
W L X I B F D Y V J T J B K R M D F H X N Q T N R
D M V R H R N D S Q J N C I A O G L F Q F Y W N G
M A D A C Z V S V N C H I W A E V A W Z R S D M U

Adam Idris Nuh Hud Salih Ibrahim
Ismail Ishaq Yaaqub Yusuf Ayyub Lut
Musa Harun Dhulkifl Dawud Sulayman Ilyas
Isa Yahya Muhammad Zakariyya Yunus



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MORE ACTIVITIES:

- Place the names of the Prophets in alphabetical order.
- Think of a way to remember the names of the best five Prophets by making a sentence made up of words starting with the first letter of each name. For example: May I make it narrow. For M, I, M, I, and N.
- Think of a word for each letter in the word ISLAM. E.g.
I-Ibrahim
S-Salih
L-Learn
A-Adam
M-Muhammad

Write Acrostic Poems for the words below. Remember be descriptive!!

I

M

S

U

L

H

A

A

M

M

M

A

D

Lesson 6- al-Fatihah recitation and meaning

Suggested activities:



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- After teaching children the Verses and meanings, do a matching activity where they match the Verse to the meaning.
- Bring in a Qur'an and show the students where in the Qur'an the Fatihah is.
- Also show students when in the Prayer we recite al-Fatihah.

Match the verses of Surat Al Fatihah and the meaning of each verse in the correct order

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ

Al-Hamdu lillahi Rabbil-[^]alamin.

مَلِكِ يَوْمِ الدِّينِ

Maliki yawmid-Din.

أَهْدِنَا الصِّرَاطَ الْمُسْتَقِيمَ

Ihdinas-siratal-mustaqim.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Bismillahir-Rahmanir-Rahim.

صِرَاطَ الَّذِينَ أَنْعَمْتَ عَلَيْهِمْ غَيْرِ الْمَغْضُوبِ عَلَيْهِمْ وَلَا الضَّالِّينَ

Siratal-ladhina an[^]amta [^]alayhim,
ghayril-maghdubi [^]alayhim wa lad-dallin.

الرَّحْمَنِ الرَّحِيمِ



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Ar-Rahmanir-Rahim.

إِيَّاكَ نَعْبُدُ وَإِيَّاكَ نَسْتَعِينُ

Iyyaka na^budu wa iyyaka nasta^in

He is the owner of the Day of Judgement

I start my recitation with the name of Allah who is ar-RaHman and ar-RaHim

He is the one who is merciful to both Muslims and non-Muslims in this life and the one who is merciful only to Muslims in the Hereafter.

Praise and thanks to Allah the owner of the world

Keep us guided on the straight path

The path of those you guided and not the path of those who you willed to punish or the path of those who went astray

To You Allah only we dedicate worship and from You only we seek help



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Lesson 7: Explanation of the Attributes of Allah

Suggested activities:

- Memorise ayah and meaning
- Learn the word attribute. Find smaller words inside of it: at, but, tribute, ute, rib
- List some attributes of your friend, the table, the classroom
- Think of a way to remember the Attributes of Allah. For example, make a sentence that contains words whose first letters match the first letters of the Attribute names. For example, (E, O, N, N, E, E, P, W, H, S, S, L, K.) Every one night, every eve, likely no person will stay sleeping, lacking house keeping.
- Match name of Attribute to meaning after the teacher has taught them.

Match the attribute to the meaning:

Allah exists and His Existence is without a beginning and without an ending

Allah is one without a partner to him. No one other than Allah deserves to be worshipped

Allah does not need anything



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**The existence of Allah does not end. He does not
vanish and He does not die**

The existence of Allah is without a beginning

Allah has Power over everything

Everything happens by the Will of Allah

Allah does not resemble the creations



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Allah Hears without an ear or any other instrument

Allah Sees without a pupil or any other instrument



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Allah is alive and his life is without soul, flesh or heart. He is alive and does not die.

Allah speaks without a tongue or lips. His speech is neither an Arabic language nor any other language and it does not resemble our speech.

Allah knows about all things before they happen without a teacher

Existence	Speech
Will	Knowledge
	Eternity



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Life	
Hearing	Everlastingness
Oneness	Power
Sight	Non neediness
Non-Resemblance to the creations	

- Find smaller words inside the names of the Attributes. For example: Existence (Exist, is, ten), Everlastingness (Ever, last, lasting, in)

Find smaller words in the following

- Attribute
- Existence
- Everlastingness
- Non neediness
- Hearing
- Non-Resemblance to the creations

- Find-a-word for the Attributes.



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The Attributes of Allah

H O G M R P V X F C L A I T U E N G Y T C M A Q S
I V G S Z H G C A S M Y U M X B E Z U M E H H F Q
O I J S G G C B Y L A Z M I F U E T C U E K V R H
Z N P D Z G C W M R C F S P K G D F P S R G X S E
D U E S D K K X Q T Z T J N Z X I H H U Z H U V Z
M W N N H C E E P S E V O H W L N J T L E B E E X
I I Y D E G U X D N T N K I L G E P N A R R J G A
N F J P G S Y R C I R E F I L O S U R Z L Y Y D X
D F E M W Z S E K E S Y X I X Q S I J A V B G E I
R O D X M Y U S S B J E W Y W L N Z S B E T O L W
O O L M D V U E H I S C S K P G L T F R Z E M W L
C U C R L U M D O S F J P W E H I Q R Q W J C O M
E F M X M B A E M Y I K N K K N F M T X D M Q N X
T E G I L S T X M Q C Q P Q G S J P X H X P D K E
R G K A X E J V C Y F X K N N I W R W C U I Z Q L
P Q N P R G S D S G P X E N S G C J Q C T X S G L
S C G N G Y T C D I T S V X I H H T O H R G U L Z
E U I K X V T A Q H S P O J U T Q R U D U P I D Z
R T X R K P A C D W O D W N Z K V W N C Z W Y W M
Y Q R U Q R F J O W E E H P E G E A V T L A R X D
T G Y D V X O S E W W Y C I P M O X I G N P Z K Z
O C A J Z N I R B J D X Q C U M O S Y F C A O E Z
I X T S U O R S Y Y Z C L C X N Y O V Y M V T I X
V A V R X N C B U M V Q C O R C X X N X O Z N V Q
R B L A S L D S Y J X F D S Y W A Y D Y E I T H W

ETERNITY
EVERLASTINGNESS
EXISTENCE
HEARING

NON RESEMBLANCE
ONENESS
POWER
SIGHT

KNOWLEDGE
LIFE
SPEECH
WILL



Lesson 8: The Honourable Angels

Questions:

- 1) Where do the Angels live?
- 2) What are Angels created out of?
- 3) Do Angels eat and drink?
- 4) Do Angels sleep?
- 5) Are there more Angels than humans?
- 6) Name some of the heads of the Angels.

Activities:

- Ask the students about themselves: where do you live? Do you eat and drink? Do you sleep? How many humans do you think are alive now on the Earth?
- Ask students if they have ever heard of the Angel names: Jibril, Mika'il, Azra'il, Israfil.
- Make a sentence to remember these names by making the first letter of each word correspond to the first letter in each name. E.g. Jump in a museum.

Fill in the missing words

The Angels are created out of _____ . They are neither male

or _____ . There are more Angels than

_____ . Angels live in the _____ . The heads of the

Angels include _____ , _____ , _____

and _____ .

• Word Bank

humans

Mika'il

female

Jibril

Israfil

Light

^Azra'il

skies



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Make a sentence using words that start with the same letters as the names: Jibril, Israfil, ^Azra'il and Mika'il (J,I,A and M) to help you remember the names of the these Angels.

Lesson 9: Harming the parents severely

Questions:

- 1) What is something we should never say to our parents?
- 2) How should we treat our parents?
- 3) In which Surah does it mention how we should treat our parents?

Activity:

Each student writes down their parents' names vertically and thinks of a nice word or sentence for each letter. For example, Adam.

A very good father.

Defends us.

Able to protect us.

Merry.

Make a list of good things you can do for your parents:

Make a list of things you should never say to your parents

Lesson 10: The five prayers

Questions:



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- 1) How many obligatory Prayers are there?
- 2) What are the names of each Prayer?
- 3) How many rak^ahs (cycles) are there in each of the Prayers?

Activity:

- Add up the numbers of rak^ahs in each Prayer and calculate how many rak^ahs are prayed in one day and night.
- Match the name of the Prayer to the number of rak^ahs after the teacher has explained.
- Match the English name to the Arabic name for each Prayer.

Match the Arabic name of each prayer to its English name

Dawn Prayer

^Isha

Fajr/SubH

Noon Prayer

^Asr

Afternoon Prayer

Maghrib

Sunset Prayer

Dhuhr

Nightfall prayer



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Order the Prayers in the correct order that they occur during the day (start with Subh) and write down the number of cycles (rak^ahs) in each prayer

Prayer	Order	Rak^at
^Isha		
Subh		
^Asr		
Maghrib		
Dhuhr		

Lesson 11: The meaning of Suratul Falaq and Surat an-Nas

Split up into groups of six. Each student in the group memorises one ayah. Do this by numbering the students in the group from 1-6 then as a class practice repeating with all number ones then twos etc. Then get each group to recite the surah in front of the class by reciting one ayah each.

Worksheet for cutting out the verses (English transliteration) to place them in order.

Lesson 12: Blasphemy

Questions:

- 1) What is blasphemy the opposite of?
- 2) How many categories of blasphemy are there?
- 3) Name each category and state an example.

Activities:

For the word blasphemy, let students find smaller words inside it, e.g. as, he, my.

Do the same for the word belief, e.g. be.

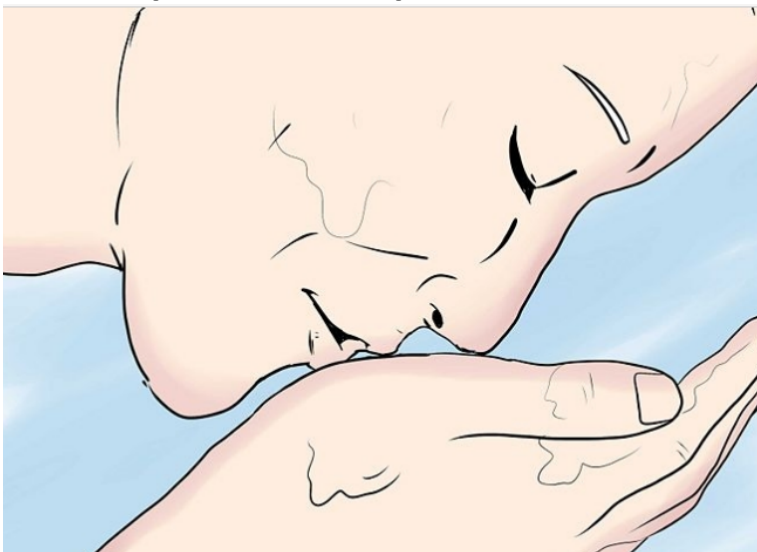
For “belief” write it vertically and think of a positive word for each letter.

Another activity is matching the category of blasphemy with the examples.

Lesson 13: How I make Wudu'

- Get students to role play actions of Wudu'.
- Worksheet: cut and paste pictures of different actions of Wudu' to put them in the correct order + describe what is the action being done in the picture.
- Learn the word ablution. Find small words inside it. Write a word for each letter vertically.

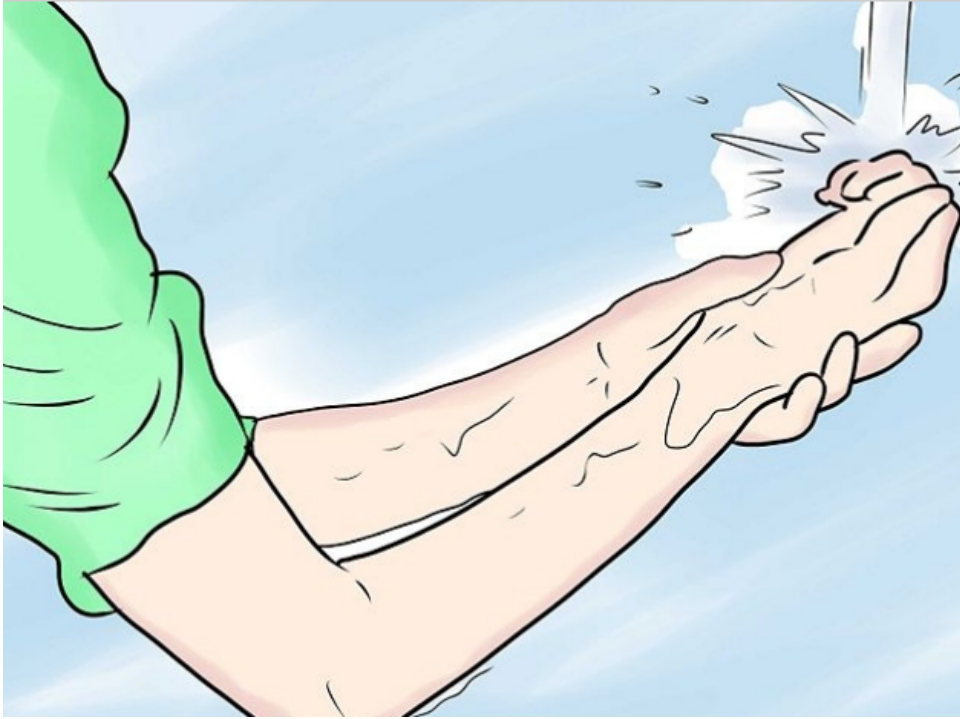
Cut the pictures and put them in the correct order for valid Wudu'





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Find small words in the word:

ABLUTION

Lesson 14: Invalidators of Wudu'

Find small words in the word:

INVALIDATOR

What does the word invalidator mean?

What do you do before praying if you invalidate your Wudu?

Worksheet: Examples of scenarios and answer if it is an invalidator.

Lesson 15: at-tahiyat + as-salat al ibrahimiyyah + meanings.

Activities:

Arrange sentences in order.

Sit in a circle and each person says one word of it in order.

Worksheet match sentences with the meanings including the meaning of profess and Al.



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Arrange the statements of at-tashahhud in the correct order:

At-tah _i yyat-ul-mubarakat,	التحياتُ المباركاتُ
ashhadu alla ilaha illallah	أشهد أن لا إله إلا الله
as-salawat-ut-tayyibatu lillah,	الصلواتُ الطيباتُ لله
wa^ala ^ibadillah-is-salihin,	وعلى عبادِ الله الصالحينَ
wa rahmatullahi wa barakatuh,	ورحمةُ الله وبركاته
as-salamu ^alayna	السلامُ علينا
as-salamu ^alayka ayyuhan-Nabiyyu	السلامُ عليك أيّها النبيُّ
wa ashadu anna Mu _h ammadar-Rasulullah	وأشهدُ أنْ محمدًا رسولُ الله



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Arrange the statements of As-Salat al Ibrahimiyah in the correct order:

Wa^ala <u>A</u> li Mu <u>h</u> ammad,	وعلى ءالِ محمدٍ
wa^ala <u>A</u> li Ibra <u>h</u> im.	وعلى ءالِ إبراهيمَ
All <u>h</u> umma barik ^ala Mu <u>h</u> ammad,	اللهمَّ بارِكْ على محمدٍ
kama <u>s</u> allayta ^ala Ibra <u>h</u> im,	كما صليتَ على إبراهيمَ
wa^ala <u>A</u> li Mu <u>h</u> ammad,	وعلى ءالِ محمدٍ
All <u>h</u> umma <u>s</u> alli ^ala Mu <u>h</u> ammad,	اللهم صلِّ على محمدٍ
Innaka <u>H</u> amid-um-Majid.	إنك حميدٌ مجيدٌ
wa^ala <u>A</u> li Ibra <u>h</u> im.	وعلى ءالِ إبراهيمَ
kama barakta ^ala Ibra <u>h</u> im,	كما باركتَ على إبراهيمَ
Innaka <u>H</u> amid-um-Majid.	إنك حميدٌ مجيدٌ



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Lesson 16: The Divine Books.

Draw two columns "Prophets" and "Books". Let students arrange the eight names under these.

Worksheet- match up the name of the Book with the name of the Prophet.

Match the divine book that was revealed to each Prophet to the Prophet is was revealed to

Prophet Moses

The Qur'an

Prophet Jesus

The Zabur

Prophet Muhammad

The Injil

Prophet David

The Tawrah



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Important Names

e l w s z l w y w h b i y y d
w a t d w m d b a c i j b a c
g z r j p x a r d y y u m i h
l d b v y h w r z r w m d n q
t l y k h a k l a o a r s o z
x c o x t t y v w h w u b p m
j p x a q k t s u y o b q n m
i z c y z r x m d x u a b i p
h n j n d o a h v s q z r a r
d f j q e h k g e a w j q o q
p a h i p o g s s u s e j u v
y z v x l k o v r d e m r e h
v f y i c m c o t m b a t e n
b k r c d p m p b r n n r i i
c p a i k x l f l d c o y g d

David
Jesus
Moses
Muhammad

Quran
Tawrah
Zabur
Injil



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Lesson 17: HOW TO PRAY THE FAJR

Activities

Worksheet- Pictures of positions: match them with their names.

Another worksheet - Put the pictures of positions in order. Act out the positions of prayer except sujud.

Questions:

Which direction do we face in the prayer?

How many cycles are in the fajr prayer?

What do we say to begin the prayer?

What is the fatihah?

Name an example of a short surah.

What is ruku^?

What is sujud?

What is the tashahhud and when do we say it?

What is the Salat ibrahimiyah and when do we say it?

What do we say at the end of the prayer?

LESSON 18: The Adhan

Questions

What is good to say before prayer?

What does Allahu akbar mean?

What does la ilaha illallah mean?

What are the two testifications of faith in Arabic and English?



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What is also said in the Fajr adhan?

Activities

Worksheet - Arrange the adhan statements in order by numbering.

Another worksheet - match all the adhan statements to their meanings: Allahu akbar. La ilaha illallah.
Etc.

LESSON 19: How to Pray Dhuhr

Questions

Same as fajr prayer questions but add:

How many cycles are in dhuhr prayer?

How many times do we recite the fatihah in the Dhuhr Prayer?

How many times do we do ruku in it?

How many sujuds are in it?

How many times should we say attashahhud in it?

How many times should we say assalat al ibrahimiyah in it?

How many times should we say assalamu ^alaikum in it?

Activities

Act out the actions except sujud. Get students to come to the front and do so as well or to tell you what the next action is.

Worksheet about dhuhr prayer - Have pictures with small explanation and get students to number them in order.

Another worksheet - Have pictures of actions and get students to write in what is said at those actions by choosing from a list. For example write in "attashahhud" on the picture of the sitting.