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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.

The purpose of SRE is to enrich students with Islamic knowledge of beliefs and practices and to guide them as to the best manners and conduct which would lead to their harmonious existence in Australian society. Our scripture curriculum is designed upon basic concepts that are taught in the early primary school years, and which are gradually taught in more depth as the student progresses through their school years.

Our curriculum is fundamentally based around:

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

These points expand in the later to school years to cover issues such as:

- Developing a strong network of trusted contacts and friends
- Knowing the appropriate conduct when interacting with different people and in different situations
- Knowing what Islam is about and what it means to be an Australian Muslim
- Knowing the bad effects of abusive behavior and illicit drug use
- Knowing how to seek help when in trouble
- Identifying the signs of extremism and knowing how to refute it

Our teachers are trained in matters of child protection and safety as well as in the restorative behavior management strategy. We believe that by attending our classes, students would receive a well-rounded education in



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regard to their religion while also being mindful of matters of their social well-being and welfare.

## **CURRICULUM OVERVIEW: Year 7-8**

### Objectives to be achieved:

To understand the hurtfulness of racism and to understand that Islam does not accept racism

To be able to recognize the importance and good outcomes of good manners

To be able to define good manners and provide examples of the different components of it

To memorise sayings of the Prophet peace be upon him related to good manners, patience, Islamic beliefs and practices while also paying attention to the name of the narrator of the saying

To be able to recite various supplications in differing situations and to know the meaning of them

To recognize the importance of singing in the delivering of meaningful and peaceful messages about Islam and Muslims

To understand the concepts of sin, repentance and forgiveness and to be able to use them in describing stories that have occurred in the past

To know the definitions of basic concepts and the significance of various rites in Islam

To foster a good relationship with the teacher and other students in order to have an advisor about matters of wellbeing

To understand the words used in the daily Prayers



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To understand the harms of various sins such as lying, stealing, abuse, drinking alcohol and the use of illicit drugs

To understand the main concepts and stories related to various events in the Islamic calendar and to be able to speak about them

To memorise the stories of both great men and women in Islamic history who were known for their patience, courage and virtue

To be able to narrate stories of the miracles of various Prophets

To be able to identify good Islamic practices and their benefits

To be familiar with the months of the Islamic calendar and when various events occur

To develop good group-work skills and display care and consideration for others in the classroom

To have a clear idea about the integrals and invalidators of fasting as well as its benefits

To be able to make arts and crafts related to Islamic events

To memorise several short chapters of the Qur'an

To understand the importance and significance of the mosque, al-Ka'bah in regard to Prayers and Pilgrimage

To be able to narrate the story of immigration of the Prophet, peace be upon him, and some of the strange things that happened on the journey

To learn through stories about how forgiving Prophet MuHammad, peace be upon him, was even to those who mistreated him

To know the names of several Prophets as well as part of their stories

To understand the high rank of Lady Mary and to know part of her story



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To be able to narrate facts about the biography of Prophet MuHammad,  
peace be upon him

To memorise several Verses of the Qur'an related to Islamic belief,  
practices and treatment of the parents, and to be familiar with how to locate  
them based on the reference

To know 13 of the Attributes of God known by necessity and be able to  
spell them and explain each with a sentence

To be familiar with some of the logical proofs related to the Islamic belief

To understand the difference between a Prophet and a Messenger

To be able to spell the names of several Prophets correctly

To know the attributes of the Angels, the names and roles of some of them  
and some of the stories in which Angels were mentioned

To be able to describe good and bad treatment of parents, teachers,  
friends and neighbours and speak about the outcomes of each

Recognise that the accountable person is responsible for his or her beliefs,  
sayings and actions

To be able to pray the daily Prayers and perform the purification for them

To know the invalidators of the Prayer and Ablution

To know the meanings of what is said in these Prayers

To identify the things that a Muslim should protect his or her faith from

To be able to talk about the Divine Books and to whom the most famous  
four were revealed

To be able to make the call for Prayer and to know its meaning



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## CURRICULUM MATERIALS

Text book “The Islamic Education Series Book 4”

Worksheets and resources booklet

### Program:

Session	Outcomes	Learning activities
1	<p>Students:</p> <ul style="list-style-type: none"> <li>• Develop a good relationship with the teacher.</li> <li>• Learn Islamic concepts and vocabulary</li> <li>• Learn Verses of the Qur'an about belief and their location</li> </ul>	<p>Teacher introduces themselves and says the Islamic greeting in full.</p> <p>The teacher makes sure the students know what the reply should be.</p> <p>Teacher asks each student about their name and asks them to describe themselves using a word that starts with the first letter of their name. This should help the teacher remember the students' names (even if they already know the student)</p> <p>Teacher reads lesson 1 “The 2 testifications of faith” from the Belief section of the textbook (TIES book 4). The teacher explains any difficult vocabulary and proceeds based on the understandings of the students.</p> <p>The teacher tests their comprehension by asking and focussing on the following questions:</p> <p>1. What is obligatory upon one when embracing</p>



		<p><i>Islam?</i></p> <p>2. What is the meaning of the first Testification?</p> <p>3. What is the meaning of “No one deserves to be worshipped except <i>Allah</i>”?</p> <p>4. What is the meaning of the second Testification?</p> <p>5. Where was the Prophet born? Where did he receive the revelation?</p> <p>6. To where did the Prophet migrate? Where was he buried?</p> <p>7. What tribe is he from? To whom was he sent?</p>
2	<ul style="list-style-type: none"> <li>• Are able to speak about the harms of racism and its detrimental effect on society</li> <li>• Provide examples about how racism is rejected in Islam</li> </ul>	<p>The teacher projects pictures of people of different races worshipping Allah together.</p> <p>The teacher then discusses racism and its bad effects on society with them.</p> <p>The class speak about examples when they felt uncomfortable due to racism.</p> <p>The students draw depictions of places where Muslims gather from all different backgrounds together such as in the Mosque, Pilgrimage or ^Id Prayers.</p>
3	<ul style="list-style-type: none"> <li>• Learn basic concepts about Islam</li> <li>• Learn Islamic technical terms</li> </ul>	<p>The teacher reads lesson 2 “Knowing Allah and His Prophet” of the belief section of the text book.</p> <p>The teacher focuses on the following questions:</p> <p>1. What is the first obligation upon mankind?</p> <p>2. What does knowing <i>Allah</i> mean?</p> <p>3. What is impossible for <i>Allah</i> to be attributed with?</p> <p>4. What is permissible to attribute to Him?</p> <p>5. What did <i>Al-Ghazaliyy</i> say?</p> <p>6. What does knowing the Prophet mean?</p>



		<p>7. What are attributes that every prophet must be attributed with?</p> <p>8. What is impossible to attribute the Prophet with?</p> <p>9. What is permissible to attribute to the prophets?</p> <p>10. What are the attributes of <i>Allah</i> that every accountable person must know?</p>
4	<ul style="list-style-type: none"> <li>• Listen to an Islamic song about hardship and patience</li> <li>• Learn Islamic vocabulary</li> <li>• Learn pathways available in times of crisis</li> </ul>	<p>The teacher plays a recording of the song “Don’t Wander” to the class and they discuss the terms in the song such as piety, as well as talking about scenarios where one is in need of help and who they could seek help from and in what ways they can deal with their hardship.</p>
5	<ul style="list-style-type: none"> <li>• Learn about the dispraise of lying in several situations and its consequences</li> <li>• Describe situations where telling the truth is extremely important</li> <li>• Learn a saying of the Prophet with the name of the narrator</li> </ul>	<p>The teacher reads lesson 3 “Honesty and lying” from the chapter of good manners from the text book.</p> <p>Students think about reasons why lying is not a good habit and write them around the cloud shape.</p> <div style="text-align: center;"> <p><i>Some reasons</i></p> </div> <p>Students are asked to give answers to the following questions from the information given:</p> <ol style="list-style-type: none"> <li>1. State a <i>hadith</i> of the Prophet that urges people to tell the truth and warns against lying.</li> <li>2. What is lying? What is its judgment?</li> <li>3. What was the Prophet known and called</li> </ol>



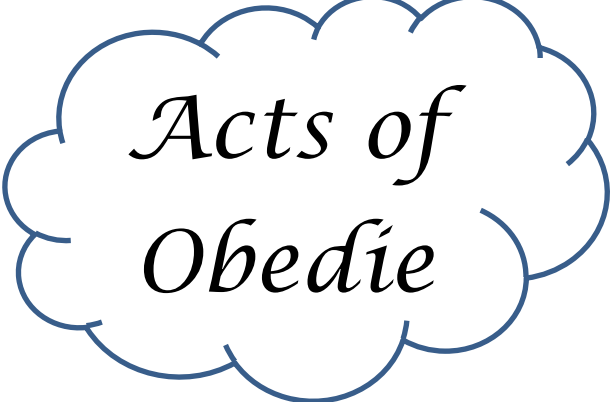




	<p>Journey</p> <ul style="list-style-type: none"> <li>• Become familiar with the places in which the Prophet, peace be upon him, stopped to pray on the way.</li> </ul>	<p>As the story progresses students are told to write down the name of the location where the Prophet, peace be upon him stopped on the way.</p> <p>They also fill in a cloze passage as they progress.</p>
8	<ul style="list-style-type: none"> <li>• Use technical terms in regard to the Prayer.</li> <li>• Learn the call for Prayer and its meaning</li> </ul>	<p>The teacher begins the lesson by playing a recording of the call of Prayer.</p> <p>Students identify the statements.</p> <p>The teacher explains the meanings of each statement.</p> <p>Students practise saying the call of Prayer.</p> <p>The teacher reads lesson 7 “The call for Prayer and the call to start prayer” from the acts of worship section of the text book.</p> <p>Students focus on the following questions:</p> <ol style="list-style-type: none"> <li>1. If the time of prayer is in what is recommended to do before starting to pray?</li> <li>2. Do you have the words of the call for prayer (<i>adhān</i>) memorized? Say the <i>adhān</i>.</li> <li>3. What does the one performing <i>adhān</i> add for the <i>adhān</i> of <i>Fajr</i>?</li> <li>4. What is it recommended for the people listening to the <i>adhān</i> to do?</li> <li>5. Do you have the words of the call to start the prayer (<i>iqamah</i>) memorized? Say the <i>iqamah</i>.</li> <li>6. What is recommended to say after <i>adhān</i> and <i>iqamah</i>?</li> </ol> <p>Worksheet - Arrange the <i>adhān</i> statements in order by numbering.</p> <p>Another worksheet - match all the <i>adhān</i></p>




		statements to their meanings: Allahu akbar. La ilaha illallah. Etc.
9	<ul style="list-style-type: none"> <li>Learn about the miracle of Prophet MuHammad's Ascension to the skies</li> <li>Learn several Prophets' names and the order in which they met Prophet MuHammad during his ascension.</li> <li>Be able to talk about some of the miracles of the Prophets in the story</li> <li>Are able to identify which Prophets received the most famous Divine Books</li> </ul>	<p>The teacher tells the story of the Ascension to the skies using the resource folder.</p> <p>Students fill in the cloze passage as the story unfolds.</p> <p>The students write the Prophets' names in the order mentioned in the story and revise with the teacher some of the miracles that occurred to each.</p> <p>The teacher revises with the class about the the most famous Divine books and to whom the most famous ones were revealed and students draw two columns "Prophets" and "Books". Let students arrange the eight names most famous under these.</p>
10	<ul style="list-style-type: none"> <li>Revise the Attributes of God and be able to speak about the 13 mentioned ones.</li> </ul>	<p>The teacher revises 13 of the Attributes of God with the students and quizzes them then confirms students' understanding by a cut and paste activity where they match the Attribute with the definition.</p> <p>Also, they complete the following activities:</p> <ul style="list-style-type: none"> <li>Find smaller words inside of the word attribute: at, but, tribute, ute, rib</li> <li>List some attributes of your friend, the table, the classroom</li> <li>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.</li> </ul>

11	<ul style="list-style-type: none"> <li>• Learn about the significance of the 15<sup>th</sup> of the Islamic month Sha<sup>^</sup>ban</li> <li>• Learn the difference between the lunar and solar calendars</li> <li>• List many types of good deeds</li> <li>• Understand that the Will of God does not change</li> </ul>	<p>The teacher explains the significance of the 15<sup>th</sup> of Sha<sup>^</sup>ban and shows students and Islamic calendar and lets them identify the differences between the solar and lunar calendars.</p> <p>The students think of good deeds that they can do for this event.</p> <div data-bbox="771 556 1380 955" style="text-align: center;">  <p><i>Acts of Obedie</i></p> </div> <p>The teacher discusses supplication and explains that supplication does not change the Will of God.</p> <p>The teacher repeats the saying of the Prophet to the students and gradually allows students to say it by themselves.</p>
12	<ul style="list-style-type: none"> <li>• Learn about how to determine RamaDan</li> </ul>	<p>The teacher brings in an Islamic calendar again and shows the class the different lunar months of the Islamic calendar.</p> <p>The teacher shows approximately when RamaDan starts and speaks of its discovered benefits and briefly about fasting.</p> <p>The teacher mentions the saying of the Prophet, peace be upon him, about RamaDan and who narrated it and which scholars mentioned it.</p> <p>The class discusses differences within the Muslim community about the start and end of RamaDan and the different opinions of Islamic scholars regarding the issue of international crescent sighting.</p>



<p>13</p>	<ul style="list-style-type: none"> <li>Learn the rules of Fasting</li> </ul>	<p>The teacher reads lesson 18 “Fasting the Blessed Month of RamaDan” from the acts of worship section of the text book.</p> <p>Students discuss the words that they do not understand.</p> <p>The teacher then chooses different students in the room to answer the following questions:</p> <ol style="list-style-type: none"> <li>1. Mention an <i>ayah</i> from the <i>Qur’an</i> that orders fasting in <i>Ramadan</i>.</li> <li>2. What is fasting?</li> <li>3. What is the time of fasting?</li> <li>4. What is the complete intention for fasting?</li> <li>5. List some of the invalidators of the fast.</li> <li>6. Does the one who eats or drink while forgetting that he is fasting invalidate his fast? Why?</li> <li>7. What is the judgment if someone is overcome with vomit?</li> <li>8. What is the judgment of the drops in the ear, nose, or eye?</li> <li>9. Who is allowed not to fast during <i>Ramadan</i>?</li> <li>10. What does the menstruating and post-partum bleeding woman do during fasting? What is obligated on them?</li> </ol>
<p>14</p>	<ul style="list-style-type: none"> <li>Learn about the importance of Zakah (a type of charity)</li> </ul>	<p>The teacher reads lesson 19 “Zakah” of the section acts of worship of the text book.</p> <p>The teacher then quizzes students about the following questions until they memorise them:</p> <ol style="list-style-type: none"> <li>1. State a Verse from the <i>Qur’an</i> that orders us to pay the <i>Zakah</i>?</li> <li>2. State a Verse from the <i>Qur’an</i> that shows the types of those who deserve the <i>Zakah</i>.</li> <li>3. Say a sentence in explanation for each type of</li> </ol>

		<p>people deserving of Zakah.</p> <p>4. What is the amount of <i>Zakah</i> of <i>Fitr</i>?</p> <p>5. What is the measurement of a <i>sa</i>^?</p>
15	<ul style="list-style-type: none"> <li>Learn about the celebration of ^Idul Fitr</li> </ul>	<p>The teacher shows pictures of the ^Id Prayer and ^Id festivities and plays a song about ^Id.</p> <p>The teacher revises with the students how to congratulate each other on the day of ^Id.</p> <p>Students design their own greeting card and decorations for this occasion.</p>
16	<ul style="list-style-type: none"> <li>Learn about the attributes of a good Muslim</li> <li>Learn technical terms regarding good deeds</li> </ul>	<p>The teacher explains the components of good manners.</p> <p>Students are then given the following worksheet to tick off what they have achieved and state examples for each.</p> <div style="text-align: center;">  <p>Not harming others</p> <p>Being patient when one is harmed</p> <p>Good manners is four things</p> <p>Being good to those who are good to you</p> <p>Being good to those who are not good to you</p> <p>Tick the ones you have achieved.</p> </div>
17	<ul style="list-style-type: none"> <li>Learn the invalidators of Ablution and disliked matters</li> </ul>	<p>The teacher reads lesson 6 “Invalidators of Ablution” from the section acts of worship from the textbook to the class.</p>



	<ul style="list-style-type: none"> <li>Learn technical terms related to Islamic practises</li> </ul>	<p>The students are quizzed using the following questions:</p> <ol style="list-style-type: none"> <li>List some of the invalidators of ablution (<i>wudu'</i>)?</li> <li>Does dozing invalidate ablution (<i>wudu'</i>)? What is dozing?</li> <li>What does the absence of the mind mean?</li> <li>List some of the disliked matters in ablution (<i>wudu'</i>)?</li> </ol>
18	<ul style="list-style-type: none"> <li>Learn about the importance of guarding one's heart</li> <li>Recognise what insincerity is</li> <li>Learn a saying of the Prophet about this and where it can be found</li> </ul>	<p>The teacher reads lesson 1, "Insincerity" of the Good Islamic manners section of the text book.</p> <p>The class discusses possible intentions in different scenarios.</p> <p>The teacher focuses on the following questions:</p> <ol style="list-style-type: none"> <li>State a <i>hadith</i> that warns against insincerity (<i>riya'</i>).</li> <li>What is insincerity (<i>riya'</i>)?</li> <li>What is sincerity (<i>ikhlas</i>)?</li> <li>State a <i>hadith</i> that urges the Muslims to be sincere. Who narrated it?</li> <li>Give the meaning of the <i>hadith</i>: <i>Innamal-a^malu binniyyat.</i></li> <li>When the accountable Muslim prays and fasts to get the praise of the people, will he have a reward? Is this permissible? What is this called? Is his deed valid?</li> <li>What should one intend with his good deeds?</li> </ol>
19	<ul style="list-style-type: none"> <li>Learn about the attributes of the Prophets</li> </ul>	<p>The teacher talks about the Prophets' attributes using the text book's lesson 5 "The attributes of the Prophets" from the Belief section.</p>



		<p>The teacher focuses on the following questions:</p> <ol style="list-style-type: none"> <li>1. Who are the best of the creations? Give an <i>ayah</i> that proves your answer.</li> <li>2. List some of the good manners of the prophets.</li> <li>3. What are the diseases with which the prophets are not inflicted?</li> <li>4. What are the attributes of the prophets? What are the attributes that are impossible for the prophets to have?</li> </ol>
20	<ul style="list-style-type: none"> <li>• Learn about types of extremism and its signs</li> <li>• Learn about the types of Verses in the Qur'an</li> </ul>	<p>The teacher plays the song "Muslims of the World" as an introduction to the lesson.</p> <p>The teacher discusses the meaning of extremism with the students and they list ideas about what kinds of people fall under extremism and what the signs of an extremist group are.</p> <p>The teacher shows students a part of the Qur'an which explains that the Verses of the Qur'an are of 2 types and that there are some who would use the Verses of the Qur'an for evil.</p> <p>Students are shown examples of each of the types of Verses – those with 1 meaning and those which can hold more than one meaning according to the Arabic language.</p>
21	<ul style="list-style-type: none"> <li>• Learn the merits of loving one another for the sake of God</li> <li>• Learn a song about loving others for the sake of God</li> </ul>	<p>The teacher plays the song "Those who seek true love" as an introduction to the lesson.</p> <p>The teacher reads lesson 7 "Loving one another for the sake of Allah" from the good Islamic manners section of the text book.</p> <p>The class focuses on the following questions:</p> <ol style="list-style-type: none"> <li>1. State a <i>qudsiyy hadith</i> about the merit of</li> </ol>



		<p>loving one another for the sake of <i>Allah</i>.</p> <p>2. State a <i>hadith</i> of the Prophet about the merit of loving one another for the sake of <i>Allah</i>.</p> <p>3. What is loving one another for the sake of <i>Allah</i>?</p> <p>4. Where would the people who love one another for the sake of <i>Allah</i> be before they enter Paradise?</p> <p>5. Why do the people who love one another for the sake of <i>Allah</i> come together?</p>
22	<ul style="list-style-type: none"> <li>Revise short chapters of the Qur'an and meanings</li> </ul>	<p>The teacher recites the chapters of an-Naas, al-Falaq and al-IkhlaS with the students.</p> <p>The teacher speaks about their meaning using the resource booklet and allows students who memorised it to present to the class.</p> <p>The students split up into groups and are given the Verses and meanings of the 3 chapters to cut and put and arrange in the correct order.</p>
23	<ul style="list-style-type: none"> <li>Learn about the stories related to ^Idul Adha</li> <li>Design greeting cards and decorations</li> <li>Understand the importance of the Mosque, al-Ka^bah in Islam and to the Prayer.</li> </ul>	<p>The teacher plays a video clip to show what those who performed the Pilgrimage would be doing in the Holy lands at this time.</p> <p>The teacher tells the stories related to this event and speaks about the Ka^bah and the importance of the Ka^bah as a mosque and in regard to the Prayer.</p> <p>Students are to make a model of the Ka^bah. Students decorate the template and then fold along the edges to make the model</p> <p>The students make greeting cards for the occasion of ^Idul AHa and design decorations for their home.</p> <p>The students discuss the importance of visiting relatives on this occasion.</p>
24	<ul style="list-style-type: none"> <li>Learn about the</li> </ul>	<p>The teacher reads lesson 12 "Invalidators of</p>





	<p>invalidators of Prayer</p> <ul style="list-style-type: none"> <li>Learn about technical terms related to Islamic practises</li> </ul>	<p>Prayer” of the acts of worship section of the text book. The class focuses on the following questions:</p> <ol style="list-style-type: none"> <li>List some of the invalidators of prayer.</li> <li>What does speaking on purpose mean?</li> <li>Does mentioning <i>Allah</i> invalidate the prayer?</li> <li>What is the judgment of the one who eats or drinks even if a little intentionally while remembering that he is in prayer?</li> <li>Give an example of a lot of moves that would invalidate the prayer?</li> <li>Give an example of an excessive move?</li> <li>Give an example of one action that is intended for play?</li> <li>Give an example of adding an integral?</li> <li>What does changing the intention mean?</li> <li>What does exiting the state of <i>taharah</i> mean?</li> </ol>
25	<ul style="list-style-type: none"> <li>Learn the difference between Prophets and Messengers</li> <li>Understand Islamic terminology related to this issue</li> </ul>	<p>The teacher reads lesson 6 “The difference between Prophets and Messengers” from the section Belief of the textbook. The class focuses on the following questions:</p> <ol style="list-style-type: none"> <li>State a Verse that proves the obligation to believe in the prophets.</li> <li>What is meant by the messengers in the previous Verse?</li> <li>What is a messenger?</li> <li>What is a prophet?</li> <li>What is the difference between prophets and messengers?</li> <li>List some of the names of the prophets that were stated in the <i>Qur’an</i>.</li> </ol>
26	<ul style="list-style-type: none"> <li>Learn about the</li> </ul>	<p>The teacher reads lesson 8 – “The Honourable</p>



	<p>Angels and their attributes</p>	<p>Angels” from the resource folder.</p> <p>The teacher asks the students questions about this lesson, focussing on:</p> <ol style="list-style-type: none"> <li>1) Where do the Angels live?</li> <li>2) What are Angels created out of?</li> <li>3) Do Angels eat and drink?</li> <li>4) Do Angels sleep?</li> <li>5) Are there more Angels than humans?</li> <li>6) Name some of the heads of the Angels.</li> </ol> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Ask students if they have ever heard of the Angel names: Jibril, Mika’il, Azra’il, Israfil.</li> <li>• 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.</li> <li>• Fill in a cloze passage about this:</li> </ul> <p>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 _____.</p> <ul style="list-style-type: none"> <li>• <b>Word Bank</b></li> </ul> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">people</td> <td style="width: 25%;">Mika’il</td> <td style="width: 25%;">female</td> <td style="width: 25%;">Jibril</td> </tr> <tr> <td>Israfil</td> <td>Light</td> <td>^Azra’il</td> <td>skies</td> </tr> </table>	people	Mika’il	female	Jibril	Israfil	Light	^Azra’il	skies
people	Mika’il	female	Jibril							
Israfil	Light	^Azra’il	skies							



27	<ul style="list-style-type: none"> <li>• Learn about the story of the Prophet's Immigration, peace be upon him</li> <li>• Learn about the Islamic dating system</li> <li>• Know how to celebrate the new Islamic year</li> <li>• Know how to greet those who return from the Pilgrimage</li> </ul>	<p>The teacher tells the story of the Prophet's Immigration, peace be upon him.</p> <p>The class focuses on the following:</p> <p>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?</p> <p>Activities</p> <ul style="list-style-type: none"> <li>• Show the students a picture of the Prophet's mosque and the burial place of the Prophet</li> <li>• Explain to students that the Islamic year dates from the time of the Prophet's migration.</li> <li>• The class design greeting cards for the Islamic new year and watch a video of a celebration of the new year and the return of the Pilgrims.</li> <li>• Students practice what to say on these occasions.</li> <li>• Show students an Islamic calendar including the names of the months and the year. Explain how these months begin and end.</li> </ul>
28	<ul style="list-style-type: none"> <li>• Learn about the difference between miracles and sorcery</li> <li>• Understand the importance of using the mind as evidence</li> </ul>	<p>The teacher reads lesson 7 "The difference between miracles and sorcery" of the belief section of the text book.</p> <p>The teacher asks the following questions:</p> <p>1. Why did <i>Allah</i> give humans a mind? Why did</p>



		<p>He send prophets?</p> <p>2. With what did <i>Allah</i> support His messengers? What is a miracle?</p> <p>3. Who performs miracles? Is anyone able to oppose them?</p> <p>4. Mention a miracle performed by Prophet <i>Muhammad</i> and another by Prophet <i>Musa</i>.</p> <p>5. What is the difference between a miracle and sorcery?</p> <p>6. What is the judgment of the one who performs sorcery?</p>
29	<ul style="list-style-type: none"> <li>Students learn a song about God</li> </ul>	<p>The teacher plays a song called “Creator of the Earth and Skies”.</p> <p>The students try to write down the words of the song and double check if they got them correct with the correct spelling.</p>
30	<ul style="list-style-type: none"> <li>Learn briefly about Ashoura’</li> </ul>	<p>The teacher tells the stories of some events that occurred on this date in the Islamic calendar using the resource folder.</p> <p>Concentrate on the following questions:</p> <p>Question 1: On what date does ^Ashoura’ occur?</p> <p>Question 2: What are some events that happened on Ashoura’?</p> <p>Question 3: What do Muslims do on the 9<sup>th</sup> and 10<sup>th</sup> day of Muharram?</p>
31	<ul style="list-style-type: none"> <li>Learn a story about being a good neighbour</li> </ul>	<p>The teacher reads the story “The good neighbour and the bad neighbour”.</p> <p>The teacher asks the students questions about what good things they have done or can do with their neighbours.</p>
32	<ul style="list-style-type: none"> <li>Learn a supplication for leaving the house</li> </ul>	<p>The teacher reads the supplication and explains any words students do not understand.</p>



	<ul style="list-style-type: none"> <li>Understand how to act as a responsible member of society</li> </ul>	<p>Students practise saying the supplication.</p> <p>Students think in groups ways of acting responsibly outside the home and then present to the class.</p>
33	<ul style="list-style-type: none"> <li>Learn about the social problems that can be caused by some of the sins of the tongue</li> <li>Understand the difference between scandalising someone and seeking the help of someone else in order to help a person in trouble</li> </ul>	<p>The teacher reads lesson 2 “Gossip and fabrication” of the Good Islamic manners section of the textbook. The class focuses on the following questions:</p> <ol style="list-style-type: none"> <li>1. State a <i>hadith</i> of the Prophet, <i>sallallahu ^alayhi wa sallam</i>, that warns against gossiping.</li> <li>2. What is gossip (<i>ghibah</i>)? Give an example.</li> <li>3. What is fabrication (<i>buhtan</i>)? Give an example.</li> <li>4. Which of these two sins is bigger?</li> <li>5. What is the difference between gossiping someone to scandalise them and telling a third party about the situation of someone in order for that third party to offer their help to the person in trouble?</li> </ol>
34	<ul style="list-style-type: none"> <li>Learn about Prophet ^Isa</li> </ul>	<p>The teacher tells the students about the life of Prophet ^Isa and his mother and some of the miracles that happened to him (from the book “Miracles of Prophet ^Isa, peace be upon him”).</p> <p><b>After reading some of the biography of Prophet ^Isa and his mother, students should be able to answer the following questions.</b></p> <p>Question 1: What was the message of all the Prophets?</p> <p>Question 2: Who was the Prophet that came before the Prophet MuHammad?</p> <p>Question 3: Who are the five best Prophets?</p> <p>Question 4: What was the name of Prophet</p>



		<p>^Isa's mother?</p> <p>Question 5: Talk about some of the main events that occurred to Lady Mary</p> <p>Question 6: Talk about some of the miracles of Prophet ^Isa</p>
35	<ul style="list-style-type: none"> <li>Revise words of the daily Prayer and know the meaning</li> <li>Work effectively in groups</li> </ul>	<p>The teacher revises with the students what is said in the daily Prayers e.g. at-tashahhud and as-Salaat al Ibraahimmiyyah and their meanings.</p> <p>Activities:            Arrange sentences in order while working in groups.            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.</p>
36	<ul style="list-style-type: none"> <li>Learn about Prophet Muhammad's life, peace be upon him</li> </ul>	<p>The teacher tells the students about Prophet Muhammad, peace be upon him, including his description, his parents' names, in which year he was born and in which city and other biographical information.</p> <p>The teacher tells the students to form groups and to make a poster about this information and present it to the class.</p>
37	<ul style="list-style-type: none"> <li>Become familiar with how to celebrate Prophet Muhammad's birth, peace be upon him</li> <li>Understanding the proofs supporting this celebration</li> </ul>	<p>The teacher plays selections from a DVD of a celebration of Prophet Muhammad's birth, peace be upon him.</p> <p>The students learn the proofs allowing the celebration of his birth.</p>
38	<ul style="list-style-type: none"> <li>Identify the importance of choosing friends wisely</li> <li>Identify the dangers of</li> </ul>	<p>The students write the names of their best friends on a paper and write some of the good things they do together as well as the good attributes they have to make them classified as good friends.</p>



	<p>befriending those involved in crime and those who have bad traits</p>	<p>The class thinks of bad traits and actions that one should be wary of in school such as abusive language, violence, illicit drug and alcohol use, lying, vandalism and stealing.</p>
39	<ul style="list-style-type: none"> <li>Learn Verses and saying of the Prophet, peace be upon him about how one should and should not treat their parents</li> <li>Learn appropriate social interactions and the importance of being kind</li> <li>Learn technical terms related to this topic</li> </ul>	<p>The teacher plays a CD or video of a song called “Mother”</p> <p>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.</p> <p>Make a list of good things you can do for your parents: Make a list of things you should never say to your parents</p> <p>The teacher reads lesson 5 “Immense harming of the Parents” of the Good Islamic manners section of the text book.</p> <p>The class focuses on the following questions:</p> <ol style="list-style-type: none"> <li>State a <i>hadith</i> of the Prophet that forbids immense harming to the parents (<i>^uquq</i>).</li> <li>Give the meaning of the <i>hadith</i>: <i>La yadkhulul-jannata ^aqq.</i></li> <li>What is <i>^uquq</i> against one’s mother or father?</li> <li>Which is a worse and bigger sin: <i>^uquq</i> against one’s mother or one’s father?</li> <li>Which is more rewarding the kind treatment of one’s mother or one’s father?</li> </ol>
40	<ul style="list-style-type: none"> <li>Learn appropriate conduct and treatment of others</li> </ul>	<p>The teacher reads lesson 4 “Stealing and trustworthiness” of the Good Islamic manners section of the text book</p>



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	<ul style="list-style-type: none"><li>Learn what conduct is inappropriate in order to avoid it</li></ul>	<p>Make a table with 2 columns. Write appropriate conduct under one and inappropriate conduct under the other.</p> <p>The class focuses on the following questions:</p> <ol style="list-style-type: none"><li>1. State an <i>ayah</i> from the <i>Qur'an</i> that forbids stealing.</li><li>2. What is stealing?</li><li>3. Is it permissible to take another person's money without his approval?</li><li>4. What would the person that has weak faith say to himself if he sees someone else's belongings?</li><li>5. What are the consequences of taking others belongings unrightfully?</li></ol>
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