



IN THE NAME OF GOD, THE MOST KIND, THE MOST MERCIFUL

Shia Ithna'asheri Madressa

NURTURING A COMMUNITY OF STUDENTS TO EXHIBIT THE BEST OF CHARACTER AS TAUGHT BY THE AHLUL-BAYT (AS)



### **SCHOOL ADDRESS**

Northwood School Pinner Road, Northwood, Middlesex, HA6 1QN

### **TIMINGS**

10:00AM - 1:30PM



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## FROM THE PRINCIPAL'S DESK



The aim of this manual is to assist you in organising your Madressa activities and I hope you will find it useful and will make most of it., please do give us feedback on making this even more conducive to your needs.

For those of you have been around long enough, Madressa began in Stanmore in a few small rooms, before moving to Park High School and then back to Stanmore and more recently, part of the Madressa moved out to Kenmore Park School.

This year we continue our collective journey to Northwood school, where under one roof again, the Madressa will embark on the next stage in its journey. Our new home provides us with the opportunity to expand our activities and to teach in a state of the art professional educational environment.

However, ultimately, our success is dependent on teachers taking advantage of the resources available to them to impart lessons and experiences that will remain with our students for a lifetime. Therefore, let us together aim to nurture our students by delivering the extraordinary in each and every lesson.

The Madressa vision, 'nurturing a community of students that exhibits the features of Ahlul-Bayt (AS)', encapsulates succinctly what we are all working towards and I am confident that our new environment will help us realise this vision. Whilst I am sure there will be some difficulties along the way as we settle into our new home, I am certain that in time we will overcome these and we will close the year in a better position then we began.

For your efforts the only appropriate reward will be from the Almighty, and may He reward each one of you and your respective families abundantly both in this world, and the hereafter for the time you are sacrificing in furthering the cause of His religion. I can only express gratitude to all of you, for the hard work which you will undoubtedly undertake over the course of this academic year.

Finally, I would like to request you all to recite a Surah Fateha for all marhumeen particularly for those individuals on whose efforts, foresight and wisdom the Madressa has been able to progress and evolve over the last 32 years (Madressa was formed on 13 January 1985).

#### Sajjad Govani

Principal

Shia Ithna'asheri Madressa, London, United Kingdom—January 2017





## **TEACHER'S CHARTER**



#### Remember...

Allah (swt) has selected us to pass on His religion to the next generation. This is a great privilege and honour bestowed on us by Him, so let us grasp this opportunity with both hands, wholeheartedly and with sincerity in the hope that maybe He will continue to turn favourably towards us, our families and our community.

We are proud to be a part of the S I Madressa and wish to ensure that we fulfil our duties towards the students that we are teaching. To this end, to ensure that our students benefit to the highest extent possible, the following expectations are set out:

#### TEACHER'S COMMITMENTS - I will ...:

- \* Be aware of & observe the Islamic Shari'a so that I may be seen as a role model by my students & peers.
- \* Ensure that I abide by all the Madressa policies, procedures and guidelines especially those relating to Safeguarding and provide prompt responses to requests for information as well as allow the Madressa to access my DBS data whilst I am involved in the Madressa.
- \* Schedule to commit between 1 and a half -2 and a half hours per week to the Madressa (about 1% of the available hours in one week).
- \* Attend all training sessions as organised by the Madressa and as requested to attend by my HoD.
- \* Attend Madressa diligently each teaching week without taking any unavoidable absences during term time. Whilst emergencies can't be avoided, my main priority is my students and I will endeavour to always ensure that I strive to fulfil my responsibility towards them and their education
- \* Adhere to the deadlines provided for me by the Administration, and my HoD (submitting test papers, marks etc.).
- Ensure that I am at the Madressa in my Classroom 5-10 minutes before I am due to teach.
- \* Be proactive in ensuring that my classroom is a healthy learning environment for my students and once I complete my lesson I will leave my classroom clean and tidy.
- \* Come to my classroom with my lesson prepared, and ensuring that I have with me any resources or materials I may require.
- \* Aim to meet the learning needs of all students in my classroom, including those with special learning needs and where necessary work with the Learning Support team so that all students may be able to derive benefit from my teaching.
- \* Begin my class on time and end it on time so that no other teacher is inconvenienced.
- \* Submit any requests for printing or IT equipment a minimum of two days prior to the date it is needed.
- \* Treat all issues relating to student behaviour, progress and development as confidential and not share with anyone except those who need to know (i.e. Administration, HoD, LS etc.).

## STAFF ROLES AND RESPONSIBILITIES



If you need to call home, or need first aid assistance, or you just need to talk to someone, speak to your teacher, or come to the Madressa office and we will be happy to help!

#### **ADMINISTRATION TEAM**

#### **YGC = YEAR GROUP COORDINATOR**

PRINCIPAL	Sajjad Govani	EDUCATION MANAGER	Mohamed Zamin Alidina
VICE PRINCIPAL	Hasnain Merali	1-4 YGC	Shenaz Dhalla
SECRETARY	Maisam Jaffer	5-10 GENTS YGC	Raza Kirmani
TREASURER	Aqeel Merchant	5-10 LADIES YGC	Fatim Panjwani
ADMINISTRATORS	Fatima Hirji & Rumina Hashmani	5-10 LADIES ASSISTANT YGC	Nishaat Bhimani

#### **JUNIOR (CLASSES 1-4) HEADS OF DEPARTMENTS**

CLASSES 1-2	Nazira Mamdani Shah	CLASS 3	Maasuma Jagani	
	Nazira Marridani Shari	CLASS 4	Rumeena Jaffer	
QUR'AN	Atia Kazmi	LEARNING SUPPORT	Tahera Sumar	

### **SENIOR (CLASSES 5-10) HEADS OF DEPARTMENTS**

	GENTS	LADIES
MORALS, ETHICS & HISTORY	Imran Chatoo	Farzana Kirmani
BELIEFS & ACTIONS	Nishatabbas Rehmatulla	Zeeshan Merchant
QURA'N	Murtaza Kanani	Zeenat Datoo
LEARNING SUPPORT	Shams Kermalli	Ruby Sowah

#### **HIGHER EDUCATION (CLASSES 11-12)**

Mukhtar Karim

FOR QUERIES, PLEASE CONTACT SIMOFFICETEAM@MADRESSA.NET





## **ACADEMIC YEAR CALENDAR**



The S I Madressa runs once a week on **Sundays**. This year we will have **32** teaching weeks.

Date	Teach Week	Calendar Event		Date	Teach Week	Calendar Event	
01-Jan-17	Closed	1 <sup>st</sup> Jan – New Year's Day		09-Jul-17	Closed	Eid Function at KSIMC	
08-Jan-17	Inset Day	Teacher Inset Day Wiladat Eve of 11 <sup>th</sup> Imam (A)		16-Jul-17	T19		
15-Jan-17	T1			23-Jul-17	Closed		
22-Jan-17	T2			30-Jul-17	Closed	21 <sup>st</sup> Jul – Schools Close for	
29-Jan-17	Т3			6-Aug-17	Closed	Summer Holidays	
05-Feb-17	T4		1	13-Aug-17	Closed	*h	
12-Feb-17	T5	13 <sup>th</sup> Feb - Half Term Begins	2	20-Aug-17	Closed	4 <sup>th</sup> Sept – Schools Open	
19-Feb-17	Т6	17 <sup>th</sup> Feb – Half Term Ends	2	27-Aug-17	Closed		
26-Feb-17	T7	Ayyam-e-Fatimiyyah Begins	(	03-Sep-17	Inset Day	Teacher Inset Day	
05-Mar-17	Т8		1	10-Sep-17	T20		
12-Mar-17	Т9	Wafat of Ummul Baneen (A)	1	17-Sep-17	T21		
19-Mar-17	T10		2	24-Sep-17	Closed		
26-Mar-17	T11	BST Begins (+1 Hr) Summer Timetable		01-Oct-17	Closed	Ashra-e-Muharram 1439	
02-Apr-17	T12		(	08-Oct-17	T22		
09-Apr-17	Closed	Factor Halidays	-	15-Oct-17	T23	Wafat Eve of 4 <sup>th</sup> Imam (A)	
16-Apr-17	Closed	Easter Holidays -	2	22-Oct-17	T24	23 <sup>rd</sup> Oct – Half Term Begins	
23-Apr-17	T13	Wafat of H. Abu Talib (A)	2	29-Oct-17	T25	27 <sup>th</sup> Oct – Half Term Ends BST Ends (-1 Hr) Winter Timetable	
30-Apr-17	T14	1 <sup>st</sup> May – Bank Holiday Wiladat Eve of H. Abbas (A)	C	05-Nov-17	T26	Ashra-e-Zainabiyya 1439	
07-May-17	T15		1	12-Nov-17	T27		
14-May-17	T16		1	19-Nov-17	T28		
21-May-17	T17		2	26-Nov-17	T29		
28-May-17	Closed		C	03-Dec-17	T30		
04-Jun-17	Closed	29 <sup>th</sup> May – Half Term Begins		10-Dec-17	T31		
11-Jun-17	Closed	2 <sup>nd</sup> Jun – Half Term Ends		17-Dec-17	T32		
18-Jun-17	Closed	Mahe Ramadhan	2	24-Dec-17	Closed	20 <sup>th</sup> Dec – Schools Close for	
25-Jun-17	Closed		3	31-Dec-17	Closed	Christmas Holidays	
02-Jul-17	T18		(	07-Jan-18	Inset Day	Teacher Inset Day	

**2018 Calendar Dates** Sunday 07 Jan 18: Teachers Inset Day Sunday 14 Jan 18: T2

Sunday 14 Jan 18: T1

Sunday 28 Jan 18: T3

### **CLASSES 1-4**

CLASS										
1		QURA'N	QURA'N		LESSON 3	LESSON 4	RECAP			
2		QONAN	QUITAIN	BREAK						
3	ASSEMBLY	М	EH		OLIDA/NI	ВА	SALAAH			
4		М	MEH		QURA'N	ВА				

## CLASSES 5-10 BOYS

W	QURA'N	DDEAU	MEH	SALAAH	ВА
S	QURA'N	BREAK	MEH	BA	SALAAH

#### **GIRLS**

W	QURA'N	МЕН	BREAK	SALAAH	BA
S	QURA'N	MEH	DIL III	BA	SALAAH

W = WINTER TIMETABLE (JANUARY - MARCH & NOVEMBER - DECEMBER)
S = SUMMER TIMETABLE (APRIL - OCTOBER)

**MEH = MORALS, ETHICS & HISTORY** 

**BA = BELIEF & ACTIONS** 



## **MADRESSA PROCEDURES**





#### TIMING:

As a role model to students and to encourage them also to develop good timekeeping habits, Teachers should set the best of examples by always arriving 5-10 minutes early to the Madressa before your lesson. In the event that staff are going to be late due to an unavoidable situation, please call the Madressa office as soon as this is realised on **07709772671** and if possible, please also inform your Head of Department



#### **ABSENTEEISM:**

Absences, particularly at short notice, should be avoided at all costs as this requires cover teachers being arranged and in some cases, lessons being delivered without the necessary planning. Students are then left feeling unsettled and lose valuable lesson time. Unavoidable absences are obviously understandable, in the event of such instances, staff should inform their HoD immediately. If staff are teaching double lessons, please try arranging a swap with their respective teaching colleague.



#### **LESSON PLANS:**

Madressa lesson plans are intended to ensure that staff have considered the various ingredients that are required to deliver a well organised and holistic lesson:

**Content Delivery:** Ensuring lesson content is relevant, well defined and delivered effectively

**Integration:** Demonstrating to students that in real life things do not exist in isolation

**Differentiation:** Catering for all students within a given classroom

**Homework:** Something any student can take home and complete on their own or as an interactive family activity in no more than 15 minutes.



#### **REQUESTING PHOTOCOPYING / IT EQUIPMENT**

Requests for both of these need to be made via the Madressa website, in the teachers section, however please see the 'Using IT Equipment' page further on to find details of equipment already available around the centre which is for staff usage.



#### WHAT TO DO IN CASE OF AN EMERGENCY AND THE FIRE ALARM IS HEARD:

Ensure that you are aware of the quickest escape route from your class (if you do not know this, please ask a member of the Madressa Administration)

Ensure that all personal belongings (including shoes) are left behind and instruct your students to exit the classroom quietly and quickly in an orderly fashion

## **MADRESSA PROCEDURES**



Take the register with you and as soon as you are outside do a headcount and inform the Fire Marshalls of any missing students immediately

Remain calm at all times as students will be looking at their teachers for reassurance



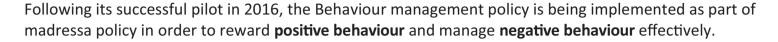
#### STUDENTS LEAVING EARLY

If a student in your class requests permission to leave early please check their student manual to see if they have a note from their parents in the 'Leaving Early Record Form' (see example below). At the time mentioned in the form, a member of administration will come and collect the child from class.

DATE:	Sunday _DDMM YYYY
MY CHILD WILL BE LEAVING THE MADRESSA TODAY AT:	:AM / PM ( CIRCLE RELEVANT)
REASON:	
PARENT SIGNATURE:	ADMIN SIGNATURE:



## **BEHAVIOUR POLICY**



#### **POSITIVE BEHAVIOUR**

Positive behaviour will earn green cards for actions such as:

Demonstrating helpful behaviour – helping peers, carrying bags, helping with furniture, sharing, etc., actively participating in lesson, demonstrating supportive behaviour towards peers, e.g. encouraging participation, exceptional piece of work, taking an initiative: e.g. clearing up rubbish that doesn't belong to them



#### **NEGATIVE BEHAVIOUR:**

Negative behaviour will result in either a yellow or red card issued by a teacher. When a teacher has repeatedly given clear instructions for a student to stop an unacceptable behaviour, and the student continues their inappropriate behaviour, a yellow card may be issued:

Talking while others are talking (teacher or students) during lesson, being disrespectful to others (teacher or student)/ disruptive / boisterous, misusing Madressa property (e.g. writing on tables), unauthorised use of electronic gadget – teachers to confiscate the gadget and hand to Madressa office. Parent/Guardian to collect from office



Red cards will be issued for repeating of any yellow card offence twice in a day.

Straight red cards may also be issued for the following offences:

Bullying, swearing, fighting, intentionally missing a lesson or Salaah (bunking), inappropriate language towards any member of Madressa, any other offence as deemed inappropriate by the Madressa Administration



#### **PROCEDURE:**

Our vision at SIM is *nurturing a community of students that exhibit the features of the Ahlul Bayt (AS)*. Therefore, our teachers will make every effort to provide an environment in which children can learn successfully by using effective classroom management techniques, setting clear expectations and providing engaging and varied lessons. Only as a last resort, will the teacher manage children's behaviour through the behaviour management system as per the procedure below:

- Repeated verbal warnings
- \* 1<sup>st</sup> offence First Yellow Card: Admin will inform parents through the parent portal
- \* 2<sup>nd</sup> offence Second Yellow Card the same day and hence Red card: Admin will inform parents through the parent portal and parent called in the same day if possible to discuss the matter
- \* Straight Red Card: Student sent to office and parents will be called in the same day if possible
- \* Three yellow cards at separate occasions Parents will be invited for a discussion to discuss the child's behaviour and how to work together towards a positive resolution
- \* Two red cards in one term: Possible suspension for the remainder of the term or any other resolution that may deemed appropriate by the administration

## **ASSESSMENT PROCEDURES**



#### WHAT are Assessments?

Assessment is a process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences.

#### **WHY Assess?**

We assess so that:

- **Teachers** can regularly and consistently measure the success of their teaching by how well learners develop their knowledge, skills and understanding considering the **End of Year Expectations (EoYE)**.
- Teachers can plan learning opportunities that reflect the needs of children.
- Children who are falling behind can be identified and therefore supported to address their needs.
- Children who are exceeding expectations can be identified and extended further.
- Parents can understand how their child's learning is progressing on a termly basis.
- Madressa can gather data to ensure continual improvement.

#### **HOW will we Assess in Madressa?**

1. Teachers will carry out regular ongoing assessment of children as they teach to ensure that the **EoYE** are met. This is called **Assessment for Learning**.

Assessment for Learning can be carried out through a variety of activities:

 $\Rightarrow$  Verbal/Written Questioning  $\Rightarrow$  A question put up on the board for children to answer

⇒ Debates ⇒ Learning Logs

⇒ Debates ⇒ Learning Logs
⇒ Role Play ⇒ Observations

⇒ Worksheets ⇒ Video Recordings

⇒ Crossword⇒ Short pop quizzes⇒ Games

During assessment for learning activities, teachers will assess children in the areas of:

- Knowledge and Understanding
- Skills and Presentation
- Behaviour and Participation

Teachers will keep their own records and ensure the age appropriateness of the activities. This will help teachers know how well students are learning. They will have an opportunity to close any gaps in learning as they go along.



## ASSESSMENT PROCEDURES



Qur'an Morals, Ethics Beliefs
Subject Teacher's Comments
Appreciation & History & Actions

**Knowledge & Understanding** 

Skills & Presentation

**Behaviour & Participation** 

#### Important Note:

**Knowledge and Understanding** will be assessed against the End of Term/Year Learning Statements for each subject.

**Skills and Presentation** will include student's ability to communicate their understanding confidently, present their work coherently and neatly.

**Behaviour and Participation** will be based on the demonstration of positive Akhlaq both in and out of class, student's engagement in Madressa and behaviour for learning. For the very young classes positive behaviour will be promoted and consistently encouraged through stickers and other rewards whilst for older classes the Madressa Behaviour Management Policy is in force.

#### 3. Special Projects - [Class 3-10]

To assess students in their ability to work collaboratively and organise themselves to achieve an objective whilst taking responsibility for their individual and collective learning, madressa will continue to have special projects throughout the year.

Term 1 - MEH

Term 2 - BA

Term 3 - QA

Teachers will present a topic (or choice of topics) for students to research and offer students their preferred way of demonstrating their understanding. For example:

Powerpoint Posters Plays
Presentations Diary Entries Debates

Video Clips Newspaper Articles

The projects will not be graded but they will form a part of the end of term assessment.



## **SAFEGUARDING - BASIC PRINCIPLES**



In conjunction with the Council of European Jamaats, the Madressa is offering Safeguarding training online via the Educare platform. If you have not received your username and password, please email simofficeteam@madressa.net as soon as possible for these details.

As a summary of the intentions behind why the Madressa takes safeguarding seriously and also the reasoning behind our policies in relation to this, legislation is clear that:

- \* Children's welfare is paramount
- \* Safeguarding children and young people is the responsibility of everyone.
- \* All children and young people have the right to protection from abuse including unborn children and children aged 0-18 years.
- \* All allegations and suspicions of abuse will be taken seriously and responded to swiftly and appropriately. They must not be ignored.
- \* If somebody believes that a child may be suffering, or is at risk of suffering significant harm, they should always refer the concern to Children's Social Care or the Police.
- \* All voluntary, community, faith and private organisations/service providers working with children/ young people and their families must take all reasonable measures to ensure that risks of harm to children and young people are minimised.

#### The 5 R's:

#### **RECOGNISE**

- \* Be vigilant & know the children you work with
- Be familiar with the types and indicators of abuse (page )

#### **RESPOND**

- Never ignore concerns, signs or reports related to children's wellbeing and safety
- \* Do not delay your response

#### **REPORT**

\* Always report your concerns to the Child Protection Officers (see 'Staff roles and responsibilities')

#### **RECORD**

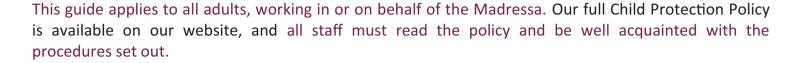
- \* Always make a record of what happened the incident or concern, the exact words of the child where possible (if they disclosed) and any immediate actions taken
- \* Don't delay it record information as soon as possible

#### **REFER**

\* All cases where there is a concern about significant harm or risk thereof must be referred to Harrow Children's Social Care via the Golden Number (020 8901 2690 / 020 8424 0999)



## SAFEGUARDING - DO'S & DONT'S



The Madressa is committed to <u>safeguarding and promoting the welfare</u> of all of its students. <u>Each</u> student's welfare is of paramount importance.

#### DO:

- \* **Listen** and **speak** with your students using open ended questions to allow them the space to discuss matters (i.e. explain; tell me; describe).
- \* Comfort and care for your students with respect.
- When you have a concern following an observation or a discussion with a student, keep a record of your
  - discussion and seek advice.
- \* **Signpost** students to services which could provide further support if you feel it is appropriate. Particularly to specialist services like: NSPCC, Muslim Youth Helpline, Kidscape (bullying in particular), Talk to Frank (Substance abuse in particular).
- \* Always inform the Child Protection Officers if you have concerns.

#### **DO NOT:**

- Use physical punishment or chastisement.
- \* Leave your classroom unattended, or leave children in your classroom unattended.
- \* Place yourself in situations that could be misconstrued by a third party as inappropriate.
- Be alone with a student in a classroom; ensure there is always a third person in the class with you.
- \* Use your mobile phone in the classroom or in the playground. Go to a quiet area away from the students or if there is an urgent call excuse yourself from your class and go into the corridor.
- \* Investigate claims or examine a child, always leave this to the social services / police or a medical professional.
- \* Feel that you need to shoulder the burden of responsibility for events taking place within your student's life, there are individuals who are better placed and have the resources to deal with issues arising in a positive manner.
- Delay in reporting any suspicions. All are treated confidentially and information is only shared on a need to know basis (which means no one aside from the Designated Senior Officer or their Deputy will know).

Any queries should be sent in confidence to either the Designated Safeguarding Officer or their Deputy as per the Child Protection Policy. Any questions regarding the policy itself can be raised with senior members of staff or the Madressa Administration.

## **SAFEGUARDING - TYPES & INDICATORS**



#### **PHYSICAL SIGNS:**

- \* Injuries the child cannot explain including untreated or inadequately treated injuries as well as burns and Fractures inconsistent with the child's developmental stage.
- \* Bruising which reflects an imprint of an implement or cord, or hand or finger marks as well as multiple bruises in clusters or of uniform shape.

#### **BEHAVIOURAL SIGNS:**

- \* Aggressive behaviour or severe temper outbursts as well as depression which are out of character with the child's general behaviour as well as flinching when approached or touched.
- \* Running away or showing fear of going home as well as unnatural compliance with parents or carers.

**EMOTIONAL SIGNS:** Emotional abuse is the persistent emotional maltreatment of a child/young people which can have severe and persistent effects on the child's emotional development. It can include:

- \* Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- \* Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- \* Seeing or hearing the ill-treatment of another such as witnessing domestic violence (DV) in the home as well as serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.
- \* **Physical signs:** stress related illnesses (e.g. eating disorders); over-reaction to mistakes; a failure to grow or thrive; sudden speech disorders .
- \* **Behavioural signs:** the child seeing themselves as unworthy of love and affection; excessive lack of confidence, (not just shyness), or low self esteem; self-harming; wetting or soiling.

**NEGLECT:** Neglect is the persistent failure to meet a child's basic physical and/or emotional needs:

- \* **Physical signs:** underweight or obese, recurring infection, unkempt dirty appearance, smelly, inadequate and / or unwashed clothes, hunger.
- \* **Behavioural signs:** attachment disorders, indiscriminate friendship, poor social relationships, poor concentration, developmental delays, low self esteem

#### **SEXUAL:**

- \* **Physical signs:** pain, itching, bruising or bleeding in the genital areas; STDS; stomach pains or discomfort when the child is walking or sitting.
- \* **Behavioural signs:** sexual knowledge inappropriate of rage, sexualised behaviour, sexually provocative; nightmares, bedwetting, eating disorders, hysteria, self harm or suicide attempts.



### **FIRST AID TIPS**



#### FIRST AID FOR SOMEONE WHO'S UNCONSCIOUS AND NOT BREATHING

Key skill: The delivery of chest compressions

- 1. Check breathing by tilting their head backwards and looking and feeling for breaths.
- 2. Call 999 as soon as possible, or get someone else to do it.
- 3. Push firmly downwards in the middle of the chest and then release.
- 4. Push at a regular rate until help arrives.

#### FIRST AID FOR CHOKING

Key skill: The delivery of back blows

- 1. Hit them firmly on their back between the shoulder blades to dislodge the object.
- 2. If necessary, call 999 or get someone else to do it.

#### FIRST AID FOR SOMEONE WHO'S UNCONSCIOUS AND BREATHING

Key skill: Place the person on their side and tilt their head back

- 1. Check breathing by tilting their head backwards and looking and feeling for breaths.
- 2. Move them onto their side and tilt their head back.
- 3. As soon as possible, call 999 or get someone else to do it.

#### FIRST AID FOR SEIZURES (EPILEPSY)

Key skill: Make them safe and prevent injury

- 1. Do not restrain them but use a blanket or clothing to protect their head from injury.
- 2. After the seizure, help the person rest on their side with their head tilted back.

#### **FIRST AID FOR DIABETES**

Key skill: Give them something sweet to drink or eat

- 1. Give them something sweet to eat or a non-diet drink.
- 2. Reassure the person. If there is no improvement, call 999 or get someone else to do it.

#### FIRST AID FOR AN ASTHMA ATTACK

Key skill: Help them take their medication

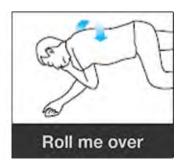
- 1. Help the person sit in a comfortable position and take their medication.
- 2. Reassure the person. If the attack becomes severe, call 999 or get someone else to do it.

#### THE RECOVERY POSITION









## **LEARNING SUPPORT**



The LS team will aim to provide all children with identified special education needs by way of an **individual passport** / statement which will sets out the learning requirements of the child and the teaching methods / activities which will assist staff in delivering lessons to meet their needs.

#### **PLEASE ENSURE THAT YOU:**

Liaise with the head of LS and LS assistants in order to prepare specific learning targets for the child.

Tailor your lesson plan to take into account the different learning needs of child (differentiation). Differentiate your assessments to ensure that all children are able to measure their learning and so that you may evaluate your teaching according to each child's ability. Practical strategies to support children with emotional and behavioural difficulties in your class:

- \* Be consistent but not rigid.
- \* Seat them appropriately near to you and away from other disruptive pupils.
- \* Try to **settle them early** on in lesson. If they arrive late acknowledge their lateness in a calm and quiet manner and deal with it at the first appropriate opportunity without an audience.
- \* Be aware **not to embarrass** them in front of their peers as this will lead to extreme reactions.
- \* Make them aware of the importance of eye contact and body language.
- \* Anticipate problems with group work and change groups where appropriate.
- \* Try to be **sensitive** to threatening situations which may arise in the learning environment and try and help the pupil at this time (try to warn them of any changes to routine in advance).
- Provide clear behaviour boundaries and act immediately but calmly on threats made.
- \* Make use of Madressa structures for discipline if you have to (i.e. Learning Support, HoD, Admin).
- \* Make them feel valued through positive and sincere interactions.
- \* Create a sympathetic and uncritical environment.
- \* Avoid personal criticism.

#### **REMEMBER:**

Just like all other students, they are doing the best that they can at any given moment with their learning and emotional capacities.



## **HOMEWORK GUIDELINES**



All students in all classes have the necessary resources to record homework in their manuals (see below for 5-10 and for 1-4, areas within the student manual on the actual lesson pages have been reserved for homework). Homework assigned should not be intended to be strenuous or difficult in nature. Whilst it should be challenging to an extent, staff should also factor in any obstacles that students may face. In completing the homework.

#### Madressa guidelines are:

- \* Classes 1 6 : Allocated no more than 15 minutes per week, per subject.
- \* Classes 7 10: Time required to complete homework should not exceed 20 minutes per week.
- \* Teachers should also keep in mind that there are students with special learning needs and difficulties who may require more time, and these students must also be accommodated for in any homework that is set.
- \* Where homework is not completed and no parental note is provided, teachers at their discretion can make a note of this. If homework is not completed on a regular basis, staff can inform the Madressa Administration by either speaking to a staff member in the Madressa office or emailing admin@madressa.net and parents contact details can be provided for staff to follow up.

Perhaps the greatest advantage of Madressa homework is that it can be made very relevant to the student's daily life and is also a prime opportunity to ask the student to engage with their parents, siblings and friends.

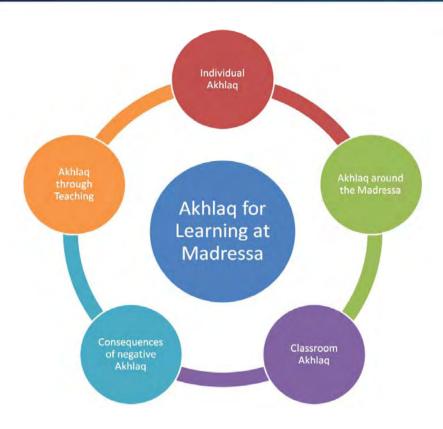
The usual, school type format should therefore be avoided as much as possible, in place of homework which will result in engagement and discussion at home.



INTRODUCTION

## **AKHLAQ FOR LEARNING**





#### **Individual Akhlag**

This policy sets out the Akhlaq framework for individual students to always observe in order to ensure that their conduct facilitates a positive learning atmosphere and thereby allows for the maximum possible achievement of success.

#### **Akhlaq Around the Madressa**

These are the ground rules which should be observed by all students when they are outside of the classroom primarily to ensure their safety and security but also to show due respect to their environment.

#### **Classroom Akhlaq**

These are the classroom rules that will set a positive learning environment together with the necessary boundaries which teachers are expected to enforce to create consistency throughout the Madressa.

#### **Consequences of Negative Akhlaq**

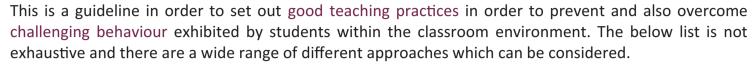
This is a framework which will be implemented by the Madressa in order to set in place a series of standard procedures to provide all staff with the necessary tools to deal with negative Akhlaq.

#### **Akhlaq Through Teaching**

A guide to assist teachers in classroom management through presenting a demeanour which will encourage students to follow their positive example and adjust their own Akhlaq accordingly.



## **AKHLAQ THROUGH TEACHING**





#### DO:

- \* Try and understand your students and build a strong rapport. Get to know their names, and then try and gain an insight into their likes / dislikes, their favourite hobbies and share with them some of your own so they can build a relationship with you too.
- \* Set out the Madressa's rules and Akhlaq expectations from the outset of the class this will help students to understand their boundaries. Consider having a brainstorming session with your students and let your students tell you what they think the Akhlaq rules should be you might be pleasantly surprised, but more importantly if they have already given you the ground rules you will have an easier time 'enforcing them'.
- \* Be patient and remember that students of all ages will imitate and respond in kind. When a teacher responds in a cool, calm manner, it instantly reduces the level of tension and good Akhlaq begets good Akhlaq. Students, particularly older students will try and test the limits of your patience and are waiting for you to react so keep in control of yourself and set the very highest bar and best example on how to deal with difficult situations.
- \* Be firm, consistent and always stick to the classroom Akhlaq rules. If the rules keep changing you are confusing your students. Students will thrive more in an environment where there are known boundaries that they can work within. If you need to enforce a particular message try using a good student as an example of what you expect or commend other students who are practising good Akhlaq.
- \* Be kind and compassionate everyone has a bad day, in a class of 30 the chances are that different students will have a bad day each week. Meet their anger, frustration, lack of positive expression with a kind hearted and benevolent response befitting a teacher of creed of Ahlul Bayt (as).
- \* Be varied in your lesson activity. One of the key causes of students being disruptive is a lack of engaging work. Do your classroom activities really push your student's ability to their respective limit? Do they engage their different senses? Do they aim to re-focus your students energy into something more positive? Do you cater for the very intelligent students and also the ones who need more attention?

## **AKHLAQ THROUGH TEACHING**



- \* Choose your battles and pick them at a time of your choice, don't allow your student to dictate what you will or wont do in class. Try and ignore the small lapses in concentration and reserve your energy for real acts of genuine disruption. This way you will set an example as an unflappable teacher who is also flexible to the situation. Remember, your lesson plan and the content you have to cover is more important then picking up on every small instance of indiscipline. Also try and read situations when you come into your classroom, there may have been a disagreement between students at break time or perhaps the students were let out late from a previous lesson, try and accommodate these issues and perhaps negotiate with your students for a period of extra 'fun' time if they complete the scheduled work.
- \* Incentivise your students for good behaviour, effort and performance. Prizes or incentives don't need to even be tangible, they can be words of encouragement and commendations.

#### DON'T:

- Read from the manual for more than 10 minutes per lesson. This is a guaranteed way of losing both their interest and their confidence in your ability to teach. Keep changing the way you do lessons to keep students on their toes and whilst some lessons may need to be a passive listening type lesson, however even within those lessons, try to get your students actively learning on their own accord.
- Shout at your students, the volume of your voice has no relation to actually motivating students to work harder or to concentrate. In fact, its inversely related to encouraging good behaviour and in the future your students will replicate this when they also encounter difficult situations.
- Re sarcastic. This will negatively affect both your student's confidence and their temperament and in the future this is the means by which they will also respond in kind to others. Don't be afraid of explaining the reason for your decision in class research shows that individuals are more receptive when they are explained (in words they can understand) why we are doing something rather than when they are just told to do it.
- Go to your lesson unprepared. This is a sure fire way to lose the respect of your students, and does not confirm the high standards of Akhlaq the Madressa seeks to impart. Being prepared doesn't mean just having your lesson plan ready. It also means learning from the classroom dynamics each week and tailoring your delivery and strategy for dealing with disruption so that each week your effectiveness increases. Think in advance of the lesson about seating plans, ways of reducing tension, how to bring more students on 'your side' and how you will respond if certain issues arise etc.





## **PERSONAL & CLASSROOM AKHLAQ**

"Whoever joins himself (to another) in a good cause shall have a share of it, and whoever joins himself (to another) in an evil cause shall have the responsibility of it, and Allah controls all things." [4:85]

#### **PERSONAL AKHLAQ**

At the Madressa we expect all our students to have the best Akhlaq. Remember you are <u>always</u> responsible for your own Akhlaq!

In accordance with the above, students are expected to display the following Akhlaq in all classes and all situations:

- \* Always be your best and do your best
- \* Treat all others and their property with courtesy & respect
- \* **Listen** to your teacher and to your classroom colleagues when they are speaking
- \* Follow all the instructions given by your teacher
- \* Make sure you bring all appropriate materials to class
- \* **Be on time** for all lessons and activities

The above etiquettes are aimed to establish a **fair and equal** classroom environment where everyone can participate without any fears.

#### **CLASSROOM AKHLAQ**

- \* Each week you are expected to bring: your manual; pens; pencils; rulers and erasers
- \* An Islamic dress code should be observed by all [see below]
- \* Food, drink, chewing gum etc are only to be consumed during break time.
- \* Classrooms must be left as clean as they were at the beginning of the day
- \* Valuable items (mobile phones, iPods etc) are to be kept switched off and stored at the bottom of your bag. All items are brought in at your own risk. <u>Confiscated items can only be collected by parents/guardians from the Madressa office</u>.





The Madressa fully expects all its students to ensure that these rules are observed at <u>all times</u> and in <u>all</u> <u>situations</u>.

#### What is the Islamic dress code for the Madressa?

**Girls:** Loose abaya, head scarf covering the neck part with no make up or nail varnish and minimal or discrete jewellery.

Boys: No shorts, jewellery (i.e. Earrings) or hats (aside from Muslim prayer hats) / hoods.



## **AKHLAQ AROUND THE MADRESSA**



"There is no personal merit more useful than good manners"

[Imam Ali (as): Bihar al-Anwar]

#### **UNACCEPTABLE AKHLAQ IS AS FOLLOWS:**

Stealing Running in corridors or between classrooms

Shouting Possessing an offensive weapon

Swearing Damaging property

Bullying [see below] Selling goods

Smoking Possessing, distributing or using illegal drugs



#### **BULLYING IS:**

- γ UNACCEPTABLE
- χ ANY ACTION that which HURTS or THREATENS another person physically, mentally or emotionally
- χ being **UNFRIENDLY**, **EXCLUDING PEOPLE** or **TEASING**
- **PUSHING, HITTING, NAME CALLING or SPREADING RUMOURS**
- MISUSING THE INTERNET, EMAILS, SMS, MEDIA MESSAGING, SOCIAL MEDIA or any other electronic interface

#### WHAT TO DO IF YOU ARE OR YOU KNOW SOMEONE WHO IS BEING BULLIED:

You <u>must always</u> speak to an adult – either a teacher, parent or member of the Madressa administration, who <u>will be willing to help.</u>

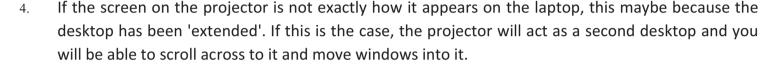


Know that any bullying incident is treated in the strictest of **confidence** and will be dealt with both **quickly** and **appropriately.** 



#### **CONNECTING TO A TV / PROJECTOR WITH A VGA CABLE**

- 1. VGA cable looks like this (see right)
- 2. Connect one end to the projector and one end to the laptop. If there are more than one VGA ports on the projector, please use the blue one.
- 3. Press the 'FN' button and then the '|[]|' button. Or you may have on your laptop an 'LCD' button instead. In Windows Vista onwards this process is done automatically





- 1. HDMI cable looks like this (see right)
- 2. This cable transmits both video and sound and therefore separate sound equipment is not required
- 3. One end simply connects to your laptop and the other end to the TV. The port on the laptop looks like this (see right)
- 4. Once the connections have been made, press the 'FN' button and then the '|[]|' button. Or you may have on your laptop an 'LCD' button instead. In Windows Vista onwards this process is done automatically.

#### **INTERNET CONNECTIVITY**

There is full wireless internet coverage available on premises. In order to access the internet, you will need to input a wireless password which can be obtained by emailing simofficeteam@madressa.net or speaking to a member of staff in the Madressa Office.

#### **IT SETUP ADVICE**

Invariably IT facilities will play up at the time you need them the most and therefore, whilst we will make every effort to assist staff, there are 3 things all staff can do to help themselves:

- 1. Check a week before to see if the website/video etc that you want to show, is not blocked by the network. The Madressa has no control over the school's content filtering system.
- Practice setting up your own equipment a week before your lesson to test your laptop, sound, visuals etc.
- 3. Request help a week in advance if you spot any issues—it is extremely difficult if not impossible to rectify issues on the day.



## **USEFUL RESOURCES**



#### S I Madressa | www.madressa.net

Have you visited your Madressa website? It is still being update but will soon contain lots of great videos including movies about Prophet Sulayman (as), Prophet Yusuf (as) and Bibi Maryam (as). Make sure you visit www.madressa.net! Did you know that on the Madressa website, in the Creative Resources section there are lots of games and puzzles for you to play and enjoy at home with your parents, brothers & sisters, other Shia Ithna'asheri Madressa relatives or friends. Make sure you check these, it's great fun for the holidays!



#### **Quran Explorer | www.quranexplorer.com**

Isn't the Holy Qur'an wonderfully peaceful to listen to? Well you can enjoy listening to the Qur'an online along with the English translation by going to the following website www.quranexplorer.com. There are also many different reciters to choose from like Mishari Rashid Al-Afasy, Abdul Basit, Saad al-Ghamdhi and many many others!



#### The Official Website of Syed Ali al-Sistani | www.sistani.org

Our Marja', Syed Ali al-Sistani (may Allah [swt] prolong his life) has his own website which contains both Islamic Laws (book of Figh rules) and a Question and Answer section. Visit his website at www.sistani.org.



#### Al-Islam AhlulBayt Digital Islamic Library Project | www.al-islam.org

Have you ever thought that you just don't know enough about your religion? Well there is a massive resource bank which holds lots of information about Islam and also contains audio / video lectures. Visit www.al-islam.org and learn about Islam to your hearts content



#### Who is Hussain? | www.whoishussain.org

Do you really know Imam Hussain [A]? Do you know why Imam (as) took a stand about Yazid (LA)? Why are we still crying for Imam Hussain (as) today more than 1400 years after his martyrdom and why is it so important that we remember him every single year? Well, you can find the answer to all these questions and more here at www.whoishussain.org

whoishussain.org



## **BEFORE YOU START THE LESSON...**



"He who travels in the search of knowledge, to him God shows the way of Paradise."

Holy Prophet Muhammad (SAW)

Remember that it is every Muslim's duty to gain knowledge and learn as much as you can!

**Knowledge** is what we learn and then apply in our life every day. You can learn new things at home from your parents, at the Mosque, in Madressa, at school, and many other places. We will concentrate on learning in Madressa. There are some important things you must do when you are intending on learning something:

1. Say Bismillahir Rahmaanir Raheem before you start your lesson

In the name of Allah, the Most Kind, the Most Merciful

- 2. Sit up straight in your chair and prepared for the lesson
- 3. Don't talk while the teacher is talking
- 4. Listen to the teacher and your classmates carefully

Always remember to start with the following Du'a:

In the name of Allah, the Most Kind, the Most Merciful

O Lord, Increase my Knowledge, And Increase my Understanding





STUDENT NAME	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	ACTIVITY 4	ACTIVITY 5	TERM 1 ASSESSMENT	GENERAL COMMENTS
Joe Bloggs	9/10	0/10	5/10	8/10	9/10	85%	Works hard, could participate more in class



STUDENT NAME	ΑCΤΙVΙΤΥ 1	ΑСΤΙVΙΤΥ 2	ΑСΤΙVΙΤΥ 3	ACTIVITY 4	ΑCΤΙVΙΤΥ 5	TERM 1 ASSESSMENT	GENERAL COMMENTS



STUDENT NAME	ACTIVITY 1	ACTIVITY 2	АСТІVІТҮ З	ACTIVITY 4	ACTIVITY 5	ACTIVITY 6	GENERAL COMMENTS
Joe Bloggs	9/10	0/10	5/10	8/10	9/10	85%	Works hard, could participate more in class



STUDENT NAME	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	ACTIVITY 4	ACTIVITY 5	ACTIVITY 6	GENERAL COMMENTS



STUDENT NAME	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	ACTIVITY 4	ACTIVITY 5	TERM 3 ASSESSMENTS	GENERAL COMMENTS
Joe Bloggs	9/10	0/10	5/10	8/10	9/10	85%	Works hard, could participate more in class



STUDENT NAME	ΑCΤΙVΙΤΥ 1	ΑСΤΙVΙΤΥ 2	ΑСΤΙVΙΤΥ 3	ACTIVITY 4	ΑCΤΙVΙΤΥ 5	TERM 3 ASSESSMENTS	GENERAL COMMENTS

## TEACHER'S TRAINING NOTES



Å.






GENERAL	NOTES		

INTRODUCTION






GENERAL NOTES	



## **KEY FEATURES OF THIS BOOK**



The Madressa Syllabus has been divided by four key subjects, each colour coded for ease of reference:

'AQĀ'ID - BELIEFS

FIQH - ISLAMIC LAW

**AKHLĀQ** - MORALS AND ETHICS

TĀRĪKH - HISTORY

For Classes 1-3, lessons are ordered to link to previous lessons and to provide a flow in learning.

For Classes 4-10, lessons in the manual have been categorised in 3 major categories; combining Akhlaq and Tarikh together as 'Morals, Ethics & History'. Here, lessons of Tarikh have been arranged linking to a subject in Akhlaq that shares a common theme or is a lesson from the Tarikh subject.

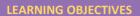
Within each lesson, you will see clear titles and subtitles as well as the use of symbols and colour coded boxes representing different features of the lesson. Below you will find a summary.

In some places you may also see 'Du'a boxes that highlight a key 'Du'a related to the lesson.

We have also easily identified Qur'anic verses and Hadith by the following symbols:









The learning objectives have been clearly identified at the beginning of every lesson.

#### **LEARNING OBJECTIVES**

Purple boxes at the beginning of the lesson indicate the learning objectives for the lesson

#### MY NOTES



#### **MY NOTES**

A section for notes has been provided where there is place, for students to jot down their own notes for the lesson.

#### **DID YOU KNOW?**



This box contains interesting facts related to the lesson.

#### **DID YOU KNOW?**

Each lesson will have a "Did you know' box prior to conclusion of the lesson stating related and interesting facts

#### KEY POINTS



At the end of every lesson, a summary of the key points helps with revision and summarising the lesson.

#### **KEY POINTS**

Every lesson has key points that are summarised at the end for students to review and remind themselves of what the highlights of the lesson were.

#### **ACTIVITY**



Every lesson has an activity which students can conduct in the classroom to make the lesson fun, exciting and memorable.

#### **ACTIVITY**

The activity helps students better understand the lesson and how to relate to the key points in the lesson.

#### IN SUMMARY



This box contains questions which enable the student work out how much of the lesson they have understood.

#### **IN SUMMARY**

Summary questions enable students to see how much of the lesson they have understood and which areas need revision.



## **Dear Parents,**

By the Grace of Allāh [SWT] we have been fortunate enough to re-produce our manuals for Classes 1-4 with more refined content and design.

There are several new concepts introduced in the manuals which we would like to further explain. The table of Contents outlines the subjects as they will be taught, linking to each other. The different colours represent different subjects.



There are several sections under one subject, allowing teachers and students to learn at a steady pace, and not necessarily all in one go. For example, the Kalimah is split into 6 sections, as ideally, the lesson is taught one line at a time, giving students the time to memorise what they have learnt, at home.

In addition, there are also 'Lessons at Home' boxes, encouraging interaction with parents through the lessons. We hope parents can take this addition and work with their child(ren) at home to keep the learning consistent.

This is a milestone in SIM History as we branch beyond basic concepts to teach our students the fundamentals of Islam and help, hand in hand with parents and students, to establish a firm foundation for our future generation.

It is with your continuous support that we hope to see this new format as a success.

With Du'as
S I Madressa Administration

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#### **BEFORE AND AFTER THE LESSON**

### Dear Allāh [SWT]

Whatever I learn today, Please let it help me in my life.

Please let me understand this wonderful knowledge the way Your prophets understood it.

And give me an excellent memory like you gave them.

Let my tongue always be filled with Your remembrance and my heart with Your love.

Please help me prepare myself with all that I learn so that when the 12th Imam [A] comes, he will pick me to help him.

With love, your Class 1 Student

## Dear Allāh [SWT]

I have worked hard today to learn new things, Please help me remember them.

When I have to answer questions or share my knowledge please bring it back to me.

You are my Protector, You are my Guide.

With love, your Class 1 Student

# 01 IN THE NAME OF ALLĀH [SWT]...

#### WHAT I WANT TO LEARN:

- \* When do I say Bismillāh al-Raḥmān al-Raḥīm?
- \* The blessings given to us by Allāh [SWT]

#### **SECTION 1**



Bismillāh al-Raḥmān al-Raḥīm
I begin in the Name of Allāh, the Most Kind, the Most Merciful

Bismillāh al-Raḥmān al-Raḥīm

I begin in the Name of Allah, the Most Kind, the Most Merciful.

Before we start anything, we should say: Bismillāh al-Raḥmān al-Raḥīm. Allāh [SWT] has blessed us with so many things in this world, and so we should remember Him before we start anything.

Can you think of some of the things you are lucky to be blessed with?

Who gave these blessings to you?

We should also say Bismillāh al-Raḥmān al-Raḥīm because we want Allāh [SWT] to help us in whatever we are doing and we don't want to be distracted when we are doing good deeds.

Allāh [SWT] will always Protect us and count us amongst those who remember Him if we say Bismillāh al-Raḥmān al-Raḥīm.

#### **Lesson in Practice: At Home**

Why is it so important for us to say Bismillāh al-Raḥmān al-Raḥīm? Ask your child to narrate the story of Syed Murtadha and the Power of Bismillah.

# STORY TIME

## I CAN WALK ON WATER - THE POWER OF BISMILLAH

Syed Murtadha was a great aalim (scholar) who lived many years ago. He had many students who attended his classes.

At one of his classes he noticed that one of the students always came late. One day Syed Murtadha asked the student "Why are you always late?"

The student replied that he lived across the river and always took the first ferry across but the ferry service did not start any earlier.

Syed Murtadha wrote something on a piece of paper, folded it and gave it to the student. "Keep this with you" he said "and you will be able to walk across the river from tomorrow - but do not open the paper."

The next day the student got to the river and put his foot tentatively on the water. He could not believe that he could actually walk on the water. For the next few days, he got to the classes on time.

One day, he could not hold back his curiosity. He looked inside the folded piece of paper. On it was written Bismillāh al-Raḥmān al-Raḥīm (In the name of Allah, the beneficent the merciful).

For a moment he thought - "Is this all that helps me walk on water!" He put the paper in his pocket as usual and went to the river to go to his classes. This time he could not walk on the water and had to wait for the ferry. This meant that he was late for his class.

When the class was over, Syed Murtadha called him over and said "You looked into the paper when I had told you not to!"

With Bismillāh al-Raḥmān al-Raḥīm (In the name of Allah, the beneficent the merciful) you can move mountains provided you have trust and faith in Allah.



# 02 I CANNOT SEE ALLĀH [SWT] HOW DO WE KNOW HE IS REALLY THERE?

#### WHAT I WANT TO LEARN:

- \* Allāh [SWT] is there even though we cannot see Him
- \* The Prophet [SWT] explains Allāh [SWT]'s presence

#### **SECTION 1**

Even though we cannot see Allāh [SWT], we know He is there. He can see us even when we are hiding in the best of places.

Our Holy Prophet, Muḥammad al-Muṣṭafā [S] has said:

"When you see footprints of a camel in the sand, you know a camel has passed by, even though you can't see the camel itself."

In the same way, when we see the Creations of Allāh [SWT], we know He is there even though we cannot see Him.

When we can't see Allāh [SWT] we sometimes forget that He is watching us. Sometimes we misbehave or do something naughty and we think our parents will never find out because they did not see us. What we must try and remember is that even though our parents or sisters or brothers or friends cannot always see us, Allāh [SWT] can, and all our actions will count on the Day of Judgment.

We should always do our best. When we give in charity, or help others, we don't need to show other people. We should remember that Allāh [SWT] is watching and that is enough for us.

## STORY TIME

## MUMMY, WHERE IS ALLĀH [SWT]?

One day, a boy named Hasan was sitting with his mum when he asked "Mummy, why can't I see Allāh [SWT]?"

His mummy replied "Hasan, Allāh [SWT] is not a thing that we can see. He has never been seen and He will never be seen."

Hasan then asked, "Mummy, if I can't see Allāh [SWT], then how do I know he is REALLY there?"

Hasan's mummy smiled and told him to pinch himself. Hasan was a good Muslim and listened to his mum. He pinched himself lightly without asking any questions.

"Ouch! That hurt me!" he said, as soon as he had pinched himself.

Hasan's mummy started looking all over Hasan, looking for something.

"What are you looking for?" asked Hasan

"I'm looking for the pain." Said his mummy.

Hasan looked confused, "But mummy, you can't see the pain!" he said.



His mummy smiled and said "Just as I can't see the pain, but the hurt is there, the same way, Allāh [SWT] is there even though you can't see Him. Even though you can't see Allāh [SWT], you can see all the things that He has Created - by looking around you."

#### **Lesson in Practice: At Home**

Ask your child to explain how he/she knows that Allāh [SWT] is there even though we cannot see Him. Ask them to give you examples of His creations.

# 03 MANNERS BEFORE A LESSON IN THE CLASSROOM

#### WHAT I WANT TO LEARN:

- Places where we can learn
- \* What should we remember while we are learning?

#### **SECTION 1**

Why do we come to Madressa? We come to Madressa so that we may learn and gain knowledge. Everything our wonderful teachers teach us is for us to practice in our lives and to help us become better Muslims.

There are places besides the Madressa that we can learn. Can you think of a few?

We can learn at:

Home

Mosque

School

Madressa

When we are with friends, and so many more places!

When we are learning there are a few things that are very important for us to remember:

Remember Allāh [SWT] before we start

Sit up straight and be ready to learn

Don't talk while the teacher is talking or anybody else in the class is talking

Listen carefully to the teacher

Remember to thank the person teaching you

Now we can use what we have learnt to become a better person and more focused in our learning, and we can also teach our brothers and sisters and parents and friends.

10 AKHLĀQ

# **POEM TIME**

## WORK WHILE YOU WORK



Work while you work,
Play while you play,
One thing each time,
That is the way,

All that you do,
Do with your might,
Things done by halves,
Are not done right.



Draw an example of one of the things we should remember while we are preparing to learn:

**Lesson in Practice: At Home** 

Where can we learn besides the Madressa? What are some of the things that are important for us to remember?

AKHLĀQ 11

# 04 ATTRIBUTES OF ALLĀH [SWT] AL-QAWĪ AND AL-QĀDIR

#### WHAT I WANT TO LEARN:

- \* Al-Qawī The Strong One
- \* Al-Qādir The Powerful One

#### **SECTION 1**

Allāh [SWT] has many great Attributes – The 99 names of Allah, the Asmaul-Husna, [S] express these attributes.

Al-Qawī – The Strong One and Al-Qādir– The Powerful One

When we are feeling scared and want somebody to protect us, who do we ask for help? Allāh [SWT] has made everything and everyone, and is the Strongest. He has power over all things and nothing is stronger than Him or more powerful than Him.



We should be asking Allāh [SWT] to protect us when we are feeling scared. When we are going to school on our first day and do not know anybody, Allāh [SWT] will look after us and help us make new friends. Allāh [SWT] loves when people remember Him and ask Him to help them.

How do we ask from Allah [SWT]? Allāh [SWT] understands all different languages and knows all of His creations. He even knows what we are thinking right at this moment!

We can talk to Allāh [SWT] at any time. So we could ask Him to protect us just before going to bed, or maybe when we wake up in the morning...or even in the middle of the night! We can talk to Him on the way to school,

or tell Him about our day when we come back. Allāh [SWT] is always there!



We could whisper and Allāh [SWT] will be able to hear us. We could even write a letter to Allāh [SWT] but we won't really need to post it because Allāh [SWT] will be reading the words as we write them. Most special of all, we can talk to Allāh [SWT] in our hearts. He knows what we are thinking and what is in our hearts at all times. In the Qur'ān Allāh [SWT] says "Allāh [SWT] listens to ALL prayers."



When we speak to Allāh [SWT], we should call Him by His wonderful names. If we call Him with His title Ya Qādir - Oh Powerful One! it will make our hearts grow stronger.

Some of His other names are As Samī – The All-Hearing and Al-Basīr – The All-Seeing

Do you remember the story of the boy who was asked to eat his apple where nobody could see him?

#### (Recap the story from Lesson 12 Section 1 of the boy who could not hide because he was always being watched)

No matter where we are, Allāh [SWT] can see us, even if we hide under the covers, or under the bed! Allāh [SWT] can hear us even if we whisper, or think a thought in our mind.

This is why, when we do something good, we do not need to worry about who saw or who will give us the reward. Allāh [SWT] Sees everything; and will reward us for the good on the Day of Judgement.



And we should not be naughty and think that nobody can see us.

Allāh [SWT] can see us all the time and so we should be on our best behaviour all the time, saying nice things and not being rude to anybody.

#### **Lesson in Practice: At Home**

When we speak to Allāh [SWT] how should we call Him? What are some of His names?

# O5 ANGELS A CREATION OF ALLĀH [SWT]

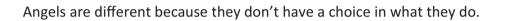
#### WHAT I WANT TO LEARN:

- \* Angels are a creation of Allāh [SWT]
- \* Angels are different to humans because they don't have desires which lead them to disobey Allāh [SWT].

#### **SECTION 1**

What are angels, and what do they do?

Angels are a creation of Allāh [SWT] just as we are. The difference between us and angels is that angels do as they are told by Allāh [SWT] and do not do naughty things.





Each one of us have two angels that are always with us. One sits on our right shoulder and the other sits on our left shoulder.

The angel on the right should is 'Raqīb'. He writes down all the good things that we do. The angel on the left shoulder is 'Atīd' and he writes all the naughty things we do.

Some angels are in the heavens, constantly praising Allāh [SWT]. Some are in the state of sujūd all the time while others are in the state of qiyām (standing). Others are doing rukūʻ or Qunūt.

Other angels have special jobs. One example of this is Angel Jibrā'īl who was the angel that brought the revelations to our Holy Prophet Muḥammad [S].

Other angels look after us by giving us all the things we need like air, water, and food. An example of this angel, giving us food and drink, is Mikā'īl

Allāh [SWT] says when we do special deeds like reciting Adhān and Iqāmah before our Ṣalāh, or doing Wuḍū' before going to sleep, He will send angels to protect us and stand by us until we wake up, or to pray with us.

# **ACTIVITY TIME**

## CAN YOU MATCH WHAT THE ANGELS DO?











Raqīb



Mikā'īl



**Atīd** 



#### **Lesson in Practice: At Home**

Do you remember the names of the angels that sit on our left and right shoulder? Why are they there?

# 06 ADHĀN AND IQĀMAH LEARNING THE 'CALL TO PRAYER'

#### WHAT I WANT TO LEARN:

- \* Adhān and the memorisation of Adhān
- \* Iqāmah and the memorisation of Iqāmah
- \* The differences between Adhān and Igāmah

#### **SECTION 1**

The Adhān is the call to prayer - the call to Şalāh.

When we hear the Adhān, we know the time for Ṣalāh has set in. There are five prayers which are Wājib. Do you know which prayers these are?

Fajr Zuhr 'Aşr Maghrib 'Ishā'

Each of these prayers has a special time for when they have to be prayed. The Adhān is a call to prayer, letting people know that the special time has come for us to pray our Ṣalāh.

The Adhān is so important that even when we are born, our dad, granddad, or any other relative recited Adhān in our right ear, and Iqāmah in our left ear. Who recited Adhān and Iqāmah in your

ears when you were born?

When the Adhān is being recited, we can recite it with the person but softly. Allāh [SWT] does not like it when people talk while the Adhān is being recited. We should be listening to the Adhān and preparing for our Ṣalāh. The person who recites the Adhān loudly is known as the Mu'adhdhin.

Before reciting the Adhān, we should be in Wuḍū' and facing the Qibla. Whenever we say 'Allāhu Akbar' in the Adhān or the Iqāmah, we should raise our hands up to our ears like the picture.

### **SECTION 2**

#### **How to Recite the Adhān**

اللهُ ٱكْبَر
Allah is the greatest
اَشْهَدُ اَنْ لَا اِللَّهِ اللَّهُ اللَّهُ
I bear witness there is no God but Allah
اَشْهَدُ اَنَّ مُحَمَّدًا رَّسُوْلُ اللهُ
I bear witness Muhammad is the messenger of Allah (salawāt)
اَشْهَدُ اَنَّ عَلِيًّ وَّلِيُّ اللهُ
I bear witness Ali is the beloved of Allah (salawāt)
حَيَّ عَلَى الصَّلَاةِ
Hasten to prayer
حَيَّ عَلَى الْفَلَاحِ
Hasten to success
حَيَّ عَلَى خَيْرِ الْعَمَلِ
Hasten to the best deed
اللهُ آكبَر
Allah is the greatest
لَا إِلَّهُ اللَّهُ عَلَى
There is no god but Allah

# ADHĀN AND IQĀMAH

## LEARNING THE 'CALL TO PRAYER'

#### **SECTION 3**

After the Adhān is finished, the Iqāmah is recited. This is for us to know that the Ṣalāh is now beginning. The person who recites the Iqāmah is known as the 'Muqīm'.

Even when we are praying our Şalāh at home on our own, we should recite the Adhān and Iqāmah.

There are some key differences which have been highlighted below:

#### What are the differences?

- 1. 'Allāhu Akbar' at the beginning is recited 4 times in Adhān and only 2 times in Iqāmah
- 2. 'Lā ilāha illallāh' at the end is recited 2 times in Adhān and only once in Iqāmah
- 3. There is an additional step: "Qad Qāmatiṣ-Ṣalāh" recited twice in Iqāmah that is not there in Adhān.

#### **Lesson in Practice: At Home**

Keep practicing the Adhān and Iqāmah with your child before every Ṣalāh, when they wake up in the morning, and when they go to sleep at night.

### How to Recite the Iqāmah

How many times should I say it?	
2 times	اللهُ آكبَر
	Allah is the greatest
2 times	اَشْهَدُ اَنْ لَا اِللَّهَ اللَّهُ
	I bear witness there is no God but Allah
2 times	اَشْهَدُ اَنَّ مُحَمَّدًا رَّ سُوْ لُ اللهُ
	I bear witness Muhammad is the messenger of Allah (salawāt
2 times	اَشْهَدُ اَنَّ عَلِيًّ وَّلِيُّ اللهُ
	I bear witness Ali is the beloved of Allah (salawāt)
2 times	حَيَّ عَلَى الصَّلَاةِ
	Hasten to prayer
2 times	حَيَّ عَلَى الْفَلَاح
	Hasten to success
2 times	حَيَّ عَلَى خَيْرِ الْعَمَل
z umes	Hasten to the best deed
2 times	قَدْ قَامَتِ الصَّلاةِ
	Indeed the <i>Ṣalāh</i> has begun!
2 times	اللهُ ٱكْبَر
	Allah is the greatest
1 times	لَا إِلَّهُ إِلَّا اللَّهُ
T miles	There is no god but Allah

# 07 BEING THANKFUL CARING FOR EACH OTHER

#### WHAT I WANT TO LEARN:

- \* Why should we thank others?
- \* The term: Jazāk Allāh

#### **SECTION 1**

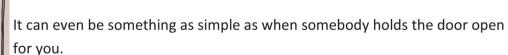
Islam teaches us that every action we do is for the pleasure of Allāh [SWT]. Our Holy Prophet [S] teaches us that all Muslims are brothers and sisters and that we should care for one another at all times.

In Arabic we say Jazāk Allāh which means 'May Allāh [SWT] reward you.' It is a way of saying 'Thank you' to our friends and family who help us.

This also tells the other person that we care about them because we are asking Allāh [SWT] to reward them for what they did for us. We are asking Allāh [SWT] to give them lots and lots of Thawāb so that they can go to heaven. In return, Allāh [SWT] also gives us Thawāb.

We should also thank our parents and show them the best respect for everything that they do for us. When our parents make breakfast for us in the morning, or help us get ready for school, we should thank them.

We should make a habit of saying Jazāk Allāh for whenever somebody is kind to us or helps us in any way. Can you think of an example of when we should say Jazāk Allāh?



Most importantly we should thank Allāh [SWT] for everything He has given us. When we pray our Ṣalāh, or just before we are tucking into bed, we should take a few minutes to remember the blessings Allāh [SWT] gave us on that day and thank Him.



AKHLĀQ

# **ACTIVITY TIME**

## CARING FOR EACH OTHER

Can you colour this picture? What are the boys doing?



**Lesson in Practice: At Home** 

What should we say when we are thanking somebody? What does it mean?

AKHLĀQ 21

# 98 PROPHET ĀDAM [A] THE FIRST MESSENGER OF ALLĀH [SWT]

#### WHAT I WANT TO LEARN

- Prophet Ādam [A] The first human being and the first Prophet of Allāh [SWT]
- Sayyidah Ḥawwā [A] the wife of Prophet Ādam [A]

#### **SECTION 1**

After Allāh [SWT] created the wonderful earth, He decided to create the first human being. Allāh [SWT] made a human being out of mud and clay, and called him Ādam [A].

Allāh [SWT] then blew into Ādam [A] and all of a sudden, he came to life. Not only was Ādam [A] the first human being, he was also the first Prophet.

A Prophet is somebody Allāh [SWT] chooses to guide other human beings and teach them about Allāh [SWT]'s religion.

Another word for Prophet is 'Nabī'.

Allāh [SWT] gave Prophet Ādam [A] so many blessings! He gave him ears to hear, eyes to see, a nose to smell, and a tongue to speak and taste, and made him so perfectly with fingers and toes. Allāh [SWT] also gave Prophet Ādam [A] a lot of knowledge.

Allāh [SWT] then created the first woman and called her Ḥawwā [A]. Allāh [SWT] brought Prophet Ādam [A] and Sayyidah Ḥawwā [A] together as the first family in the world and gave them a beautiful garden to live in.

Allāh [SWT] told them they could live there happily, as long as they did not eat the fruits

of a certain tree in the garden. If they did eat that fruit, they

would have to leave the beautiful garden.

Even though all the people in the world speak different languages and are different colours, and are from different parts of the world, they are all the children of Prophet Ādam [A] and Sayyidah Ḥawwā [A].We are also the children of Prophet Ādam [A] and Sayyidah Ḥawwā [A].

#### **SECTION 2**



Before Allāh [SWT] created Prophet Ādam [A], He had Created many angels who worshipped him in heaven. With the angels, He also created the Jinn - a new type of creation that was made from fire, like we are made from clay.

The best among the Jinn was called 'Azāzīl. He worshipped Allāh [SWT] so much that he was elevated to be in the company of the angels. When Allāh created Prophet 'Ādam [A], 'Azāzīl wasn't happy and did not like the great status that was given to Prophet 'Ādam [A] by Allāh [SWT].

Allāh [SWT] commanded the angels and 'Azāzīl (who was in their company), to do sajdah before Prophet Ādam [A] as a sign of respect for him as Allāh [SWT]'s representative. All the angels obeyed and went into sajdah. However, 'Azāzīl was proud of himself and refused perform sajdah.

Allāh [SWT] asked 'Azāzīl "Why do you disobey Me and not do sajdah before Ādam [A] as I Commanded you?"



#### **Lesson in Practice: At Home**

It's really important that we always listen to Allāh [SWT] when He tells us to do something or to stay away from something. He knows best.

# PROPHET ĀDAM [A]

## THE FIRST MESSENGER OF ALLĀH [SWT]

'Azāzīl replied "I will not bow down to Ādam [A]. I am better than him! I am made of fire and he is made from mud and clay, fire is better than mud and clay!"

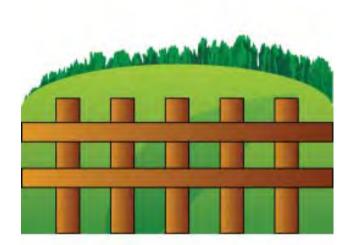
Allāh [SWT] was not happy that 'Azāzīl had disobeyed Him, and told 'Azāzīl to leave the heavens where the angels were living and changed his name from 'Azāzīl to Iblīs.

Iblis was now very angry with Prophet Ādam [A] and came disguised as a man to him in the wonderful garden that he and Sayyidah Ḥawwā [A] were living in. Iblis told Prophet Ādam [A] and Sayyidah Ḥawwā [A] that it was okay to eat from the tree that Allāh [SWT] told them not to eat from. At first, Prophet Ādam [A] refused, but then Iblis told them they would never grow old and they would never die if they eat the special fruits of this tree.

Prophet Ādam [A] and Sayyidah Ḥawwā eventually believed Iblīs and took a bite from the tree. Allāh [SWT] then told Prophet Ādam [A] and Sayyidah Ḥawwā [A] that Iblis had tricked them, and that they could not stay in the beautiful garden anymore.

Allāh [SWT] told them they must now live on earth where they will have to work hard and grow their own food and make their own homes. Allāh [SWT] promised Prophet Ādam [A] and Sayyidah

Ḥawwā [A] that He will always look after them and all human beings.



#### **Lesson in Practice: At Home**

Ask your child why Allāh [SWT] sent Prophet Ādam [A] and Sayyidah Ḥawwā to the earth? What is it that they did? Talk to them about maintaining an open relationship with Allāh [SWT] to ask for forgiveness if we do something wrong.

# PROPHET NŪḤ [A]

## THE ARK THAT SAVED THE BELIEVERS

#### WHAT I WANT TO LEARN

- \* Who was Prophet Nūḥ [A]?
- \* The people at the time of Prophet Nūḥ [A]

#### **SECTION 1**

Many many years after Prophet Ādam [A], quite a few people in the world stopped praying to Allāh [SWT] and were no longer listening to Him. They were doing bad things to each other, so Allāh [SWT] sent a Prophet, a Prophet, to the people to guide them. The Prophet's name was Prophet Nūḥ [A].

Prophet  $N\bar{u}h$  [A] began to guide the people, telling them to worship Allāh [SWT] only. He told them not to worship idols.

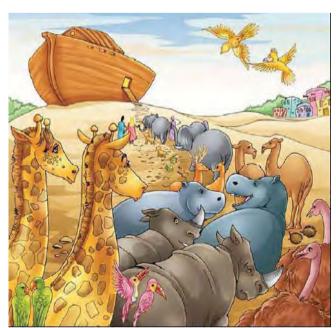


What are idols? Idols are made of stone, and the people would call these stones their Gods. They believed in lots of Gods.

When Prophet  $N\bar{u}h$  [A] told them that the idols could not save them, only a few people believed him and began to listen to what he had to say. Others would just make fun of Prophet  $N\bar{u}h$  [A]. The people laughed at Prophet  $N\bar{u}h$  [A] and when he spoke, they would put their fingers in their ears or make noises so that he could not be heard. Sometimes they would throw things at him as well.

After many years, Allāh [SWT] ordered Prophet Nūḥ [A] to make a very big ship called an Ark. Allāh [SWT] told Prophet Nūḥ [A] to put a pair of all the animals in the Ark and then to call the people to join him. He told them there would be a lot of rain, and nobody would be saved except those who were on the Ark. Some people laughed at Prophet Nūḥ [A], and others got onto the Ark.

Soon it began to rain. It rained and rained and poured and the area where Prophet Nūḥ [A] was, began to flood.



# PROPHET NŪḤ [A]

### THE ARK THAT SAVED THE BELIEVERS

There was water everywhere! The rain would not stop and the water kept rising. As the rain became heavier, the plants and the people began to drown.

There was lightning and thunder. The Ark rocked, and even those on the Ark were scared as it moved side to side and was hit by huge waves. Prophet Nūḥ [A] kept praying to Allāh [SWT] for Him to protect them and have Mercy.



One of Prophet Nūḥ [A]'s son was not a very good person. He did not listen to his father when he was asked to come on the Ark. He did not love Allāh

[SWT]. Prophet Nūḥ [A] told him several times to come onto the Ark, but the son refused and said he would climb the tallest mountain and be saved because the water would not reach him. A huge wave came over the mountain and drowned him.

The Ark of Prophet Nūḥ [A] floated in the water for many years. Slowly the water began to dry until it was all gone. That is when the Ark stopped and the animals and believers came out of the Ark. They were at a place called Mount. Judi where Prophet Nūḥ [A] told the people to start a new life on Earth and to worship Allāh [SWT] who will protect them.

In Arabic, an Ark is called a 'Safinah'.

The Holy Prophet [S] has said "My family, the Ahlul Bayt, is like the Ark of Prophet Nūḥ [A]. Whoever joins it will be safe, and whoever refuses to join will drown."

#### **Lesson in Practice: At Home**

Ask your child why Prophet Nūḥ [A] made the Ark when it wasn't even raining. Who told him to make the ark? Did the ark come in handy? What do we learn from the story of Prophet Nūḥ [A]? That Allāh [SWT] knows best!

# PROPHET IBRĀHĪM [A] AND ISMĀ'ĪL [A]

THE FRIEND OF ALLĀH [SWT]

10

#### WHAT I WANT TO LEARN:

- \* Prophet Ibrāhīm [A] is one of 124,000 Prophets
- Prophet Ibrāhīm [A] is known as the friend of Allāh [SWT]

#### **SECTION 1**

Allāh [SWT] had told Prophet Ādam [A] that all the people in the world who do their best can go live in the beautiful garden forever and happily, after they die.

Sometimes, people would forget Allāh [SWT] and do bad things because Iblis would whisper to them. When this happened, Allāh [SWT] would send another Prophet [A] to guide them and remind them of Allāh [SWT] and remind them of Iblis and how he tricked Prophet Ādam [A] so we should not follow him.

Allāh [SWT] sent many Prophets after Prophet Ādam [A].

Do you know how many Prophets there are?



### 124,000

## One hundred and twenty-four thousand

Of the 124,000 one of them is Prophet Ibrāhīm [A]. Prophet Ibrāhīm [A] and his son, Prophet Ismāʿīl [A] are both Prophets of Allāh [SWT].

Allāh [SWT] ordered Prophet Ibrāhīm [A] and Prophet Ismā'īl [A] to build the Ka'bah. The father and son worked very hard, picking up heavy stones.



# PROPHET IBRĀHĪM [A] AND ISMĀʿĪL [A]

## THE FRIEND OF ALLĀH [SWT]



Every now and again, Prophet Ibrāhīm [A] would stand on a stone to see how the work was coming along. Allāh [SWT] made that stone soft and the footprints of Prophet Ibrāhīm [A] can still be seen in that stone today. If we go to the Kaʿbah, there is a place called Maqām Ibrāhīm which is where we can see the footprints of Prophet Ibrāhīm [A].

When the Kaʿbah was finished, Angel Jibrāʾīl, from the heavens, brought a special black stone called Hajar al-Aswad and showed Prophet Ibrāhīm [A] and Prophet Ismāʾīl [A] where to put the stone. The stone is still there today and during Hajj time, when millions of people go to the Kaʿbah, lots of them try to touch or kiss this holy black stone that has come from the heavens.

Prophet Ibrāhīm [A] was very kind and generous to people and Allāh [SWT] was very happy with him. This is why Allāh [SWT] called Prophet Ibrāhīm [A] His close friend and gave him the title KHALĪLULLĀH. A friend, in Arabic, is called 'KHALĪL'.



#### **Lesson in Practice: At Home**

Where is the Ka'bah? Who built the Ka'bah? Do you know how many people visit the Ka'bah every year? Remind your child to always do his/her best no matter where they are. Allāh [SWT] will reward you for all the best that you do.

Z8 TĀRĪKH

## **STORY TIME**

### WE MUST ALWAYS DO OUR BEST!

Once upon a time, when all the people in the village had gone out, Prophet Ibrāhīm [A] went to the place where all the idols were kept and broke all of them.

When the people returned, they were so angry, they took Prophet Ibrāhīm [A] to the king, Namrūd. They told the king to punish Prophet Ibrāhīm [A] for breaking the idols.

Namrūd decided to throw Prophet Ibrāhīm [A] into a huge fire. He asked everybody to collect lots and lots of wood so they could make the biggest fire ever. Then they lit the fire.

Prophet Ibrāhīm [A] tried to tell the people to believe in Allāh [SWT] because He created the World. The people did not want to believe Prophet Ibrāhīm [A].

There was a small frog sitting by the fire, spitting with all its might and strength! The other animals laughed at

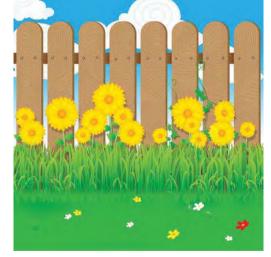
the frog and asked him what he was doing? Did the frog think that the little spit from his mouth could put out the fire?

The frog said to the other animals, "When Allāh [SWT] asks me on the Day of Judgment what I did when Prophet Ibrāhīm [A] was being thrown in to the fire, at least I can say I tried my best!"

The people threw Prophet Ibrāhīm [A] in to the fire, and just before the Prophet (A) landed, Allāh [SWT] commanded the fire to become cool and like a garden for Prophet Ibrāhīm [A]. A miracle happened!

Instead of burning Prophet Ibrāhīm [A], the fire became cool and safe for him and he came out without getting hurt. The people were amazed.

Moral of the story: Always Do your best!



# 11 PROPHET YA'QŪB [A] AND HIS SON PROPHET YŪSUF [A]

#### WHAT I WANT TO LEARN:

- \* Prophets who came after Prophet Ibrāhīm [A] to guide the people
- \* The story of Prophet Yūsuf [A]

#### **SECTION 1**

Prophet Ibrāhīm [A] had two sons. One was Prophet Ismā'īl [A] who helped him build the Ka'ba. The second son was Prophet Isḥāq [A]. Prophet Isḥāq [A] also had a son who was Prophte Ya'qūb [A]. Today we are going to learn about Prophet Ya'qūb [A] and his son Prophet Yūsuf [A].



Prophet Ya'qūb [A] had twelve sons. His favourite son was the youngest and most handsome. His name was Yūsuf [A]. We have heard of Prophet Yūsuf [A] as there is a whole Surah in the Qur'ān named after him, which tells his story and the lessons we can learn from Prophet Yūsuf [A].

Prophet Yūsuf [A]'s eleven brothers were very jealous of him because they knew their father loved him the most. One day the brothers of Prophet Yūsuf [A] told their father that they wanted to take their brother to the forest to play. They promised to take good care of him.

Prophet Ya'qūb [A] was afraid of leaving his son Yūsuf but the brothers insisted and so finally Prophet Ya'qūb [A] allowed his sons to take their little brother out with them. Once they were far away from home, the brothers began to hurt Yūsuf. Then they saw a well of water. They decided to throw him inside the deep, dark well.

The angel Jibrāil [A] told Prophet Yūsuf [A] not to be afraid because Allāh would protect him. The brothers threw Prophet Yūsuf [A] into the well and he sat at the bottom of the well, all alone, crying and calling out for help.

The brothers of Prophet Yūsuf [A] went back home. They took the shirt of Prophet Yūsuf [A] and made it dirty and then they pretended to cry and told their father that a big wolf had attacked them and eaten Yūsuf. Prophet Yaʻqūb [A] knew his sons were lying but he prayed to Allāh to help his son Yūsuf and to look after him.

#### **SECTION 2**



In the meantime, some people were passing by the well. They put a bucket down to get some water and Prophet Yūsuf [A] held on to the bucket. When the men pulled the bucket up, they found a handsome young boy inside it! So they took the boy to Egypt and there they sold him in the market.

One day, the King of Egypt had a strange dream. He dreamt there were seven fat cows eating grass and then seven thin cows came and ate up the seven fat cows. The King did not understand the meaning of this dream. So he began asking everyone to tell him what it means. No one knew the meaning of the dream except Prophet Yūsuf [A]. Prophet Yūsuf [A] told the King the dream means that there will be seven years in Egypt when there will be a lot of food and water for everyone to enjoy. Then after that there will be seven years when there will be no food and water and people will suffer.

The King asked Prophet Yūsuf [A] what he should do and Prophet Yūsuf [A] told the King how to collect wheat for seven years so that when there were no crops, they would not be hungry. The King was very happy with Prophet Yūsuf [A] so he made him in charge of the storage of all wheat in Egypt.

After seven years, when the lands became dry and there were no crops, and everyone was coming to Egypt to buy wheat from Prophet Yūsuf [A], one day, the brothers of Prophet Yūsuf [A] came to Egypt to buy wheat. The brothers of Prophet Yūsuf [A] did not know that the Governor of Egypt was their brother Yūsuf [A]. When they found out, they were very scared and ashamed of what they did to their brother.



They begged their brother to forgive them. Prophet Yūsuf [A] decided to forgive them because Allāh [SWT] likes people who forgive others instead of taking revenge. He told them they should never be jealous then they will fight and hate each other. Then Prophet Yūsuf [A] told his brothers to go back home and to bring their father Prophet Yaʻqūb [A] to Egypt. Prophet Yaʻqūb [A] was now a very old man. But soon, the whole family came to Egypt. Prophet Yaʻqūb [A] and all his sons with their wives and children and the whole family lived in Egypt happily ever after.

#### **Lesson in Practice: At Home**

What do we learn from the story of Prophet Yūsuf [A]? We learn to have faith in Allāh [SWT] and not to be jealous of others. Ask your child to recap the story of Prophet Yūsuf [A] with you.

# **ACTIVITY TIME**

# FOLLOW THE JOURNEY OF PROPHET YŪSUF [A]

With the children in the class, act out the story of Prophet Yūsuf [A] and how he was thrown in the well. Aim to cover the following key points:

- 1. Who was the father of Prophet Yūsuf [A]?
- 2. Why did his brothers throw him into the well?
- 3. What happened next? Who found Prophet Yūsuf [A]?
- 4. What was the final position given to Prophet Yūsuf [A] for his answer to the king?

Can you help the Egyptians get to the well where they can hear the cries of Prophet Yūsuf [A]?



# AHL AL-KISĀ' THE PEOPLE OF THE BLANKET

#### WHAT I WANT TO LEARN:

- \* Who are the Ahl al-kisā'
- \* Hadīth al-kisā The Story of the Blanket

### **SECTION 1**

One day, Prophet Muḥammad [S] went to the house of his daughter, Sayyidah Fāṭimah [A]. He told her that he would like to lie down and could she give him a blanket, which she did.



A little while later, there was a knock on the door. It was Sayyidah Fāṭimah
[A]'s son, Imām Al-Ḥasan [A]. He said Salaam to his mother and then asked
if his grandfather was in the house. His mother replied that he was. Imām Al-Ḥasan [A] went to his grandfather
and asked if he may join him under the blanket. The Prophet [S] agreed.

A little while later, there was a knock on the door. It was her son, Imām Al-Ḥusayn [A]. He said Salaam to his mother and then asked if his grandfather was in the house. His mother replied that he was. Imām Al-Ḥusayn [A] went to his grandfather and asked if he may join him under the blanket. The Prophet [S] agreed, so Imām Al-Ḥusayn [A] joined his grandfather and his brother, under the blanket.

A little while later, there was a knock on the door. It was her husband, Imām Alī [A]. He said Salaam to his wife and then asked if his cousin, the Prophet [S] was in the house. His wife replied that he was. Imām Alī [A] went to his cousin and asked if he may join him under the blanket. The Prophet [S] agreed. So, Imām Alī [A] then joined his cousin (and father-in-law), and his two sons, under the blanket.

A little while later Sayyidah Fāṭimah [A] went to her father and asked if she may join him under the blanket. The Prophet [S] agreed, so she joined her father, her husband, and her two sons, under the blanket. The Angel Jibrail asked Allah, who was under the Cloak and he was told that it was:

"FĀṬIMAH [A], HER FATHER, PROPHET MUḤAMMAD [S] HER HUSBAND, IMĀM ALĪ [A], HER TWO SONS." IMĀM AL-ḤASAN [A] AND IMĀM AL-ḤUSAYN [A]

# AHL AL-KISĀ'

### THE PEOPLE OF THE BLANKET

The Angel Jibrail then came to the Earth with a message from Allāh [SWT] saying "This whole universe has been created for you five, whoever loves you, Allāh [SWT] loves them, and whoever does not respect and obey you, Allāh [SWT] is not happy with them."

They are also part of the 14 Ma'sūmīn. Who are the 14 Ma'sūmīn? They are:

- The Holy Prophet [S]
- Sayyidah Fāţimah [A]
- The 12 Imāms from Imām Alī [A] to Imām Muḥammad Al-Mahdī [A]

## **POEM TIME**

When I think of Panjaten,
I hold my fingers 5
They are Fatema's family,
They kept Islam alive

Ya Muhammad, Ya Ali, Ya Fatema, Ya Hassan, Ya Husayn

Alayhis Salaam Keep them in your heart!

#### **Lesson in Practice: At Home**

Go over the story of the Blanket with your child at home. What did Allāh [SWT] say to make these five people special? Who are the 14 Ma'sūmīn?

### THE LAST MESSENGER OF ALLĀH [SWT]

#### WHAT I WANT TO LEARN

- \* The last Prophet of Allāh [SWT] is Prophet Muḥammad [S].
- \* He is the perfect example for us to follow.

#### **SECTION 1**

Of the 124,000 Prophets that Allāh [SWT] sent to guide people, the last was Prophet Muḥammad [S] who is OUR Prophet.

### **FATHER**

'ABD ALLAH IBN 'ABD AL-MUTTALIB

### **MOTHER**

**ĀMINAH BINT AL-WAHAB** 

The Holy Prophet [S] was born in Makkah on the 17th of Rabīʿ al-Awwal in the Year of the Elephant.

Our Prophet (saw) was born an Orphan, which means he did not have both of his parents.' to 'Our Prophet [S] became an orphan at a very young age, his mother also passed away when he was very young.

His grandfather, 'Abd al-Muṭṭalib was the leader of Makkah, and was the one who took care of Prophet Muḥammad [S]. 'Abd al-Muṭṭalib loved Prophet Muḥammad [S] very much. Many many years ago, in Makkah, when children were born, it was normal for them to live with someone in the desert for a few years, away from the busy city.

Those who looked after the newborns wanted gifts and reward for their good work; but they didn't want to look after an Orphan.

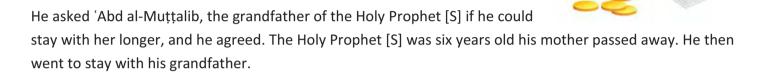
A very wonderful lady by the name of Halima came to Makkah, she was looking for a child to take care of. Allāh [SWT] chose Halima to look after the Holy Prophet [S].

# PROPHET MUHAMMAD [S]

### THE LAST MESSENGER OF ALLĀH [SWT]

When Halima saw the Holy Prophet [S] she felt love towards him and decided that she would look after him in the desert. Halima looked after the Holy Prophet [S] in the desert for two years, and she knew there was something special about this young child.

She was sad when it was time for the Holy Prophet [S] to return to his mother in Makkah.



'Abd al-Muṭṭalib knew there was something very special about his grandson because there was always light shining from his face.

#### SECTION 2

When the Holy Prophet [S] grew up, people loved him and trusted him a lot. They called him 'al-Ṣādiq' which means 'The Truthful One' and 'al-Amīn' which means 'The Trustworthy'.

When people from Makkah would travel, they would leave their money and gold with the Holy Prophet [S] because they knew he would look after it.

The Holy Prophet [S] taught us so much good Akhlāq and how to be well-behaved. He taught us to love Allāh [SWT] and speak with Him when we are feeling sad.

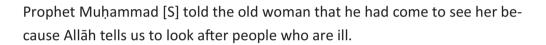
# **STORY TIME**

### THE LADY WHO THREW RUBBISH

There was once an old woman who was very naughty. She used to throw rubbish on the Holy Prophet [S] every day when he passed her house. But he was a very patient man, and never got angry with her.

One day, when the Holy Prophet [S] passed the old woman's house, she did not throw rubbish on him. He stopped and asked a neighbour why the old woman was not there.

The neighbour told him the old woman was sick and in bed. So, the Prophet [S] went to see her, because it is good to visit people who are ill. When the old woman saw him, she thought he had come to tell her off when she was too ill to shout back at him.





The old woman was very surprised that the Prophet [S] was so kind to her after she had been so mean to him. She decided right away to listen to him and she became a Muslim.

Moral of the story: Always be kind to others even if they are not nice to us, and visit those who are not well and try to help them.

**Lesson in Practice: At Home** 

Go over the childhood of the Holy Prophet [S] with your child at home. Ask him/her as to why people trusted him and who looked after him.

# 14 IMĀM ALĪ [A] THE FIRST IMAM

### WHAT I WANT TO LEARN

- \* Imām Alī [A] is the first of 12 Imams
- \* The life of Imām Alī [A]



#### **SECTION 1**

Do you know the names of our 12 Imams? Who were sent to guide and teach us? The first of them is Imam Alī [A].

One day, Sayyidah Fāṭimah bint Asad, the mother of Imām Alī [A] went to the Kaʿbah to pray to Allāh [SWT] for her baby to be born safely. She was standing near the Kaʿbah and praying when suddenly there was a crack in the wall of the Kaʿbah. The walls of the Kaʿbah opened. Sayyidah Fāṭimah bint Asad went inside the Kaʿbah and the walls closed again.

The people of Makkah were so amazed to see this miracle, they didn't know what was happening. They wanted to see what was happening so they went and got the key to the doors of the Ka'bah but by Allāh [SWT]'s miracle, the doors would not open.

After three days, the wall of the Ka'bah opened again and Sayyidah Fāṭimah bint Asad came out with a child in her arms. This was Imām Alī [A], who was born on the 13th of Rajab. He had not yet opened his eyes, and when the Holy Prophet [S] came and held the child, Imām Alī [A] opened his eyes for the first time.

The Holy Prophet [S] began looking after Imām Alī [A] like his own son. As Imām Alī [A] grew up, he would follow the Holy Prophet [S] everywhere like a shadow.

When the Angel Jibrā'īl came to tell the Holy Prophet [S] at the age of 40, that he was the Prophet of Allāh [SWT], Imām Alī [A], and Sayyidah Khadija [A] were the first to accept the message.



# **ACTIVITY TIME**

# IMĀM ALĪ [A]

Who was Imām Alī [A]? Circle the statements that are true.

He did not accept Islam

He is the 1st Imām

Imām Alī [A] was born in the Kaʻbah

He opened his eyes for the first time in the arms of the Holy Prophet [S]

His mother's name was Aminah

He is the 6th Imām

Imām Alī [A] was born in Madina

He is the 8th Imām

He was born on the 13th of Rajab

He was one of the first to accept the message of Islam His mother's name was Fātimah bint Asad

**Lesson in Practice: At Home** 

Recap the story of where Imām Alī [A] was born and how it was a miracle.

# 15 LEARNING THE KALIMAH NO GOD BUT ALLÄH [SWT]

### WHAT I WANT TO LEARN

- \* The Kalimah
- The meaning of the Kalimah
- \* A little about each part of the Kalimah and what we can learn from it.

#### **SECTION 1**

What is the Kalimah? The Kalimah is what we recite all the time to remind ourselves that there is no God but Allāh [SWT] and that The Holy Prophet [S] is His Messenger, and Imām Alī [A] is the leader after him.

It is what every true Muslim believes.

The first line of the Kalimah is:



# Lā Ilāha Illallāh There is no God except Allāh [SWT]

### Who is Allāh [SWT]? HE is our Creator and our God

Allāh is the one we pray to.

Alllah is the one we ask for help.

Allāh made all of us - so He knows what is good for us.

We must always listen to Him and do whatever He tells us to do.

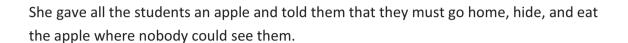
There is no God but Allāh and He looks after us and loves us!



# STORY TIME

### WHERE CAN I HIDE?

Once upon a time there was a teacher who brought apples for her whole class.





That evening, some children went into the store cupboard, other children hid behind the door, or under the table, and some even went in to the garden!



The next day, in class, all the children were looking very happy because they had managed to hide and eat their apple. But there was one little boy, Ammaar, who was still holding his apple in his hand.

The other children laughed at Ammaar and the teacher asked "did you not find a place where you could eat your apple without anybody seeing?"

Ammaar replied "I couldn't find a place to eat my apple where Allāh [SWT] could not see me! He can See Everywhere!"

Ammar was right! Allāh [SWT] is Everywhere and can See Everything! The teacher then explained to her students that there was no place without Allāh [SWT]

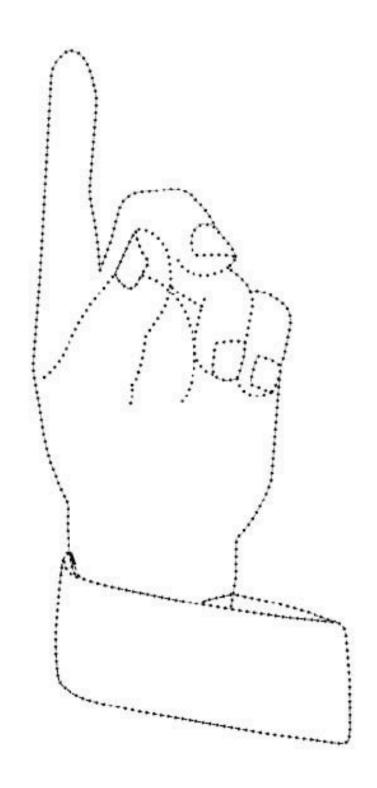
Moral of the story: Allāh [SWT] is everywhere and He is always watching us and the good deeds we do. Make sure we always make Him happy.



# **ACTIVITY TIME**

# KALIMAH - THERE IS NO GOD BUT ALLĀH [SWT]

Join the dots, what do you see? Now put up one of your fingers and say there is no God but Allah [SWT].



**Lesson in Practice: At Home** 

Practice the first line of the Kalimah and the meaning with your child at home.

### MUḤAMMAD [S] IS THE MESSENGER

The second line of the Kalimah is about Prophet Muḥammad [S]. He taught us what Allāh [SWT] wants us to do. Prophets are teachers that Allāh sent to show us how to be good Muslims. They never ever do anything that Allāh [SWT] does not like.

#### **SECTION 2**



Muḥammadun Rasūl Allāh
Prophet Muḥammad [S] is the Messenger of Allāh [SWT]

### **BORN IN MAKKA**

Born in Makka, near the Ka'aba, Into the arms of Āminah,

Was Muḥammad, the final Prophet,

The mercy to mankind.

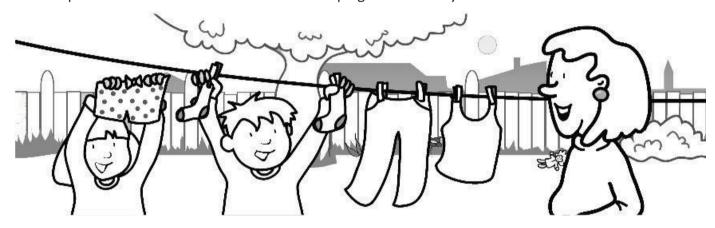
Ya Muḥammad, Ya Muḥammad, Ya Muḥammad Mustafa, Ya Muḥammad, Ya Muḥammad, the final messenger of Allāh [SWT]

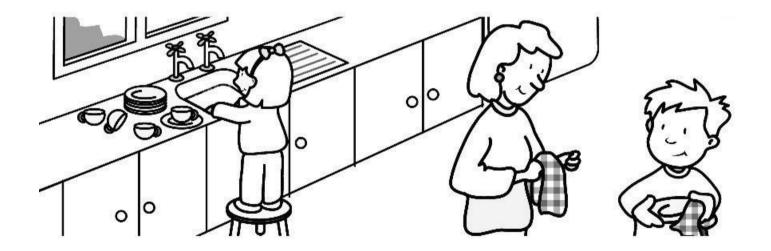
# MUḤAMMAD [S] IS THE MESSENGER

Our Holy Prophet [S] taught us to do things that will make Allāh [SWT] happy.

Can you think of something that you can do to make Allāh [SWT] happy? Helping our mummy makes Allāh [SWT] happy!

Colour the pictures below. What are the children helping their mummy with?





### Other ways we can make Allāh [SWT] happy:

We should help look after people if they are not feeling well.

We should help look after the poor people.

We should try to recite Qur'an as much as we can.

### **Lesson in Practice: At Home**

Practice the second line of the Kalimah and the meaning with your child at home. Also ask for examples of how we can make Allāh [SWT] happy.

## ALĪ [A] IS A SPECIAL FRIEND

The third line of the Kalimah shows that Allāh [SWT] loves Imam Alī [A] very much!

#### **SECTION 3**



### Alīyyun Walīyullāh Alī [A] is a special Friend of Allāh [SWT]

Imam Alī [A] is a very special friend of Allāh [SWT] as the verse from the Kalimah tells us above. From child-hood, Imam Alī [A] would always be seen with the Holy Prophet [S] and the Holy Prophet [S] looked after Imam Alī [A] like his own son.

Imam Alī [A] was amongst the first few people to accept Islam when the Holy Prophet [S] spoke of the revelation he had received on Mount Hira.

The Holy Prophet [S] considered Imam Alī [A] his closest companion and family at all times. He has said 'Imam Alī [A] and I are from the same light.'

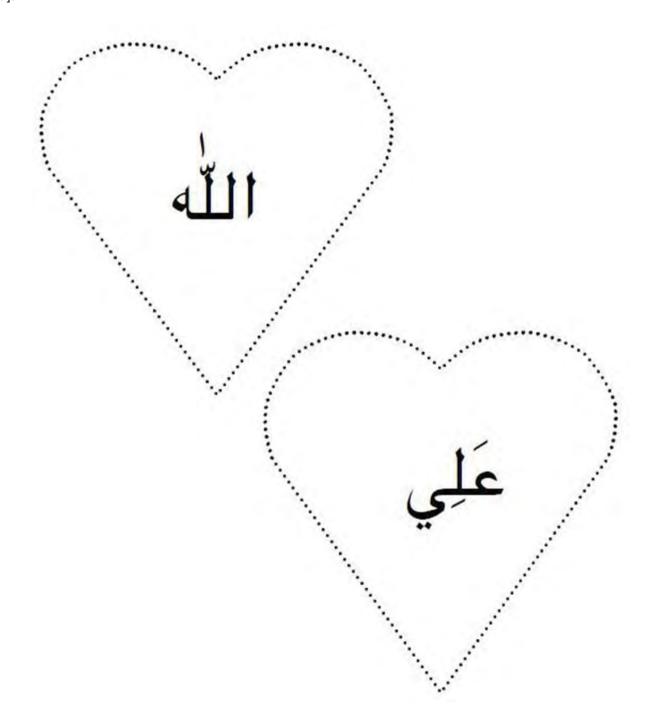
The Holy Prophet [S] also said 'I am the City of Knowledge and Imam Alī [A] is the gate. Whoever wants to enter the city, must do so through the gate.'

Allāh [SWT] loves Imam Alī [A] so much that He commanded the Holy Prophet [S] to make Imam Alī [A] the leader after his death.

# **ACTIVITY TIME**

# ALĪ [A] IS A SPECIAL FRIEND

As you join the dots and colour in the hearts. Remember to say that Imam Alī [A] is a special Friend of Allāh [SWT].



**Lesson in Practice: At Home** 

Practice the third line of the Kalimah and the meaning with your child at home.

# ALĪ [A] IS THE REPRESENTATIVE

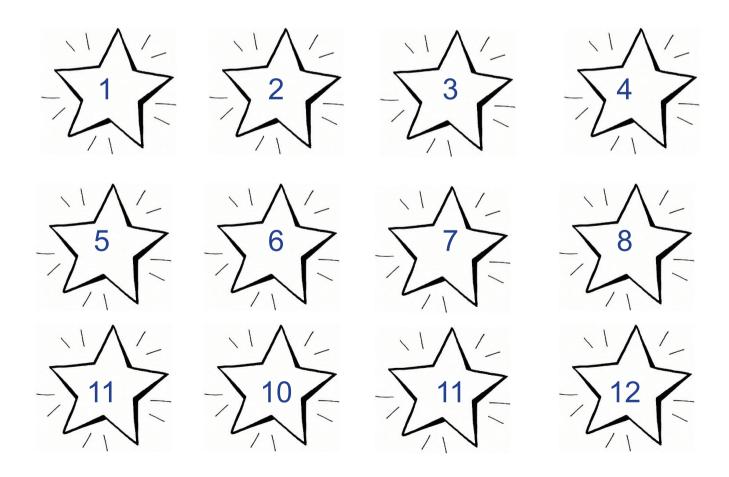
The fourth line of the Kalimah shows that the Holy Prophet [S] also loved Imam Alī [A] very much and that he is his representative.

### **SECTION 4**



# Wasīyyun Rasulullāh Alī [A] is the representative of the Holy Prophet [S]

The Holy Prophet [S] would tell the people to follow Imam Alī [A] after he leaves this world. Some people agreed and some people didn't, but the true Muslims knew that Imam Alī [A] was the next leader. In total, Allāh [SWT] sent us 12 Imams. Can you colour the stars for each Imam?



### AND HIS IMMEDIATE SUCCESSOR

The last line of the Kalimah confirms that after the Holy Prophet [S], Imam Alī [A] is our next teacher. He is the one we should listen to about what Allāh [SWT] is telling us to do and how to be good Muslims.

### **SECTION 5**



Wa khalīfatahu bilā fasl
And his immediate successor (guide after him)

After the Holy Prophet [S] and his followers were returning from Hajj one year, Allāh [SWT] sent Angel Jibrā'īl to tell the Holy Prophet [S] to stop at a place called Ghadeer.

Here, he was told to tell all the people that the guide after him will be Imam Alī [A]. As you can see in the picture, the Holy Prophet [S] held the hand of Imam Alī [A] and showed all the thousands of people that when he passes away, people should follow and listen to Imam Alī [A] if they want to stay on the right path and go to Heaven.

Till today, we celebrate this day as Eid-e-Ghadeer.

The Holy Prophet [S] and Imam Alī [A] put up a small tent and sat there as all the people who had heard the Holy Prophet [S]'s message came to shake hands with Imam Alī [A] and tell him how happy they were and that they would follow him.

Imam Alī [A] was the first Imam after Prophet Muḥammad [S]. Imam means leader.



#### **Lesson in Practice: At Home**

Practice the third and fourth and fifth line of the Kalimah and the meaning with your child at home. Ask them how many Imāms there are and who the next teacher after the Holy Prophet [S] was.



Come and join our celebrations,
It's a very special day,
My mawla Alī, My mawla Alī,
Was appointed Imam by the
Prophet,

Come and join our celebrations,
It's a very special day,
My mawla Alī, my mawla Alī,
Was appointed first Imam by the
Prophet.

# I AM A MUSLIM

### LET US RECITE THE KALIMAH TOGETHER

If you have recited the Kalimah successfully, you will receive an Az-Zahra certificate from your teacher that you can stick up in your room at home. Remember to recite the Kalimah every day when you wake up.

# THE DAUGHTER OF THE HOLY PROPHET [S]

#### WHAT I WANT TO LEARN

- \* Who was Sayyidah Fāţimah [A]?
- \* The gift of taşbīḥ given to her by her father

#### **SECTION 1**

On the 20th of Jamādī al-Ākhar, 5 years after the Holy Prophet [S] started teaching people about Islam, Allāh [SWT] blessed Prophet Muḥammad [S] and Sayyidah Khadija [A] with a beautiful daughter.

When Sayyidah Khadija [A] was going to have Sayyidah Fāṭimah [A], she was alone. Allāh [SWT] sent special people from the Heavens to help her. Allāh [SWT] also sent a message that Sayyidah Fāṭimah [A] would be the mother of all the Imāms.

Her father named her Fāṭimah [A]. From a young age, Sayyidah Fāṭimah [A] knew that her father was a very special person and the Messenger of Allāh [SWT], so she always tried to look after him as much as she could.

Sayyidah Fāṭimah [A] loved her father more than anyone in the world and the Holy Prophet [S] loved his daughter more than anyone in the world.

Whenever Sayyidah Fāṭimah [A] would come in to the room, Prophet Muḥammad [S] would stand to welcome

her and kiss her hand and her forehead.

Sayyidah Fāṭimah [A] was just like her father in her Akhlāq and looked a lot like the Holy Prophet [S]. Whenever the Holy Prophet [S] was going away on a journey, the last person he would see was his daughter, Sayyidah Fāṭimah [A] and when he returned, the first person he would see was Sayyidah Fāṭimah [A].

Sayyidah Fāṭimah [A] used to work very hard in her house and her father, the Holy Prophet [S], could see that she was always working hard.



# SAYYIDAH FĀŢIMAH [A]

# THE DAUGHTER OF THE HOLY PROPHET [S]

One day, he gave her a gift. The Holy Prophet [S] told his daughter that after praying Ṣalāh, she should say:

Allāhu Akbar - 34 times, Al-Hamdu Lilāh - 33 times Subhanallah - 33 times

This was such an amazing gift and was called taṣbīḥ of Sayyidah Fāṭimah Zahra [A].

Şalāh is like a rose. Can you imagine what a rose would be like if it did not have such a wonderful smell?



Just like a rose smells beautiful, by reciting taṣbīḥ of Sayyidah Fāṭimah [A] we are giving our Ṣalāh a beautiful smell.

Prophet Muḥammad [S] has said that this taṣbīḥ is better than a helper or anything else in the world. So after every Ṣalāh remember to recite the Taṣbīḥ of Sayyidah Fāṭimah [A].

#### **Lesson in Practice: At Home**

Keep a taṣbīḥ on your child's bedside table and help them form the habit of reciting one taṣbīḥ before bed every night.

# IMĀM AL-ḤASAN [A]

### THE SECOND IMAM

### WHAT I WANT TO LEARN

- \* Imām Al-Ḥasan [A] is the second Imam
- \* The life of Imām Al-Ḥasan [A]

### **SECTION 1**

Imām Al-Ḥasan [A], the second Imām, was born on 15th Ramaḍān 3 years after Hijrah.

His father is Imām Alī [A] and his mother is Sayyidah Fāṭimah [A]. His grandfather is Prophet Muḥammad [S]. When he was born, the Holy Prophet [S] took him in his arms and recited the Adhān in his right ear and Iqāmah in his left ear. He then named the child 'Al-Ḥasan'.

Imām Al-Ḥasan [A] used to love his grandfather a lot and would always sit with him and learn what he was saying.

Imām Al-Ḥasan [A] taught us to show a lot of kindness to animals.



One day, when the Imām was eating, a small dog came and stood in front of him, looking at him because he was very hungry.

Imām Al-Ḥasan [A] gave some of his food to the small dog who ate it all up and again looked at the Imām for more food. Again, Imām Al-Ḥasan [A] gave the small dog some food.



A man who was passing by said "Shoo! Shoo!" to the dog, so that the Imām could eat without being disturbed. Imām Al-Ḥasan [A] told the man that it was okay, and that Allāh [SWT] had made the dog and all of His Creations just like He made us.

# **STORY TIME**

### TEACHING LESSONS IN A KIND WAY ...

One day, Imām Al-Ḥasan [A] saw an elderly man who was doing Wuḍū', but was not doing it the right way.

Imām Al-Ḥasan [A] wanted to show the man how to do Wuḍū' the right way, but he didn't want to hurt his feelings or to upset him.

Imām Al-Ḥasan [A] went with his brother to the elderly man and said to him that they wanted him to watch as they do their Wuḍū'.

Imām Al-Ḥasan [A] explained that Imām Al-Ḥusayn [A] thought his Wuḍū' was better and Imām Al-Ḥasan [A] thought his own Wuḍū' was better, and they couldn't decide who was right!

The elderly man said that he would watch them and see who was doing it the correct way. Imām Al-Ḥasan [A] and Imām Al-Ḥusayn [A] began to do Wuḍū'.

As the elderly man watched, both Imām Al-Ḥasan [A] and Imām Al-Ḥusayn [A] did Wuḍū' in exactly the same way; and ending it correctly.

The elderly man realised that neither one of the brothers was doing Wuḍū' wrong, but really it was him who was making mistakes in his Wuḍū'.

He told the two brothers that their Wuḍū' was perfect and that he just realised that his own Wuḍū' was not right. He thanked both of them for teaching him a lesson in a kind way.

Moral of the Story: We must share what we know and always help others; but we must always make sure we do it in a kind way and not hurt anybody's feelings.

**Lesson in Practice: At Home** 

Recap the story of how Imām Al-Ḥasan [A] showed kindness to animals, and teaching lessons in a kind

# IMĀM AL-ḤUSAYN [A]

### THE THIRD IMAM

#### WHAT I WANT TO LEARN

- \* Imām Al-Ḥusayn [A] is the third Imam
- \* The life of Imām Al-Ḥusayn [A]

### **SECTION 1**

Imām Al-Ḥusayn [A], the third Imām, was born on 3rd of Shaʿbān, 4 years after Hijrah. His father is Imām Alī [A] and his mother is Sayyidah Fāṭimah [A]. His grandfather is Prophet Muḥammad [S].

Just like for his older brother, when he was born, the Holy Prophet [S] took him in his arms and recited the Adhān in his right ear and Iqāmah in his left ear. He then named the child 'Al-Ḥusayn'.



When Imām Al-Ḥusayn [A] was born, the Holy Prophet [S] cried a lot. Sayyidah Fāṭimah [A] the mother of Imām Al-Ḥusayn [A] asked the Holy Prophet [S] why he was crying. The Prophet [S] said that Angel Jibrāʾīl had brought a message to him that a time will come when Imām Al-Ḥusayn [A] will be alone with a few people supporting him but the time will be very difficult.

Do you know what time the Holy Prophet [S] was talking about? He was talking about the day of Ashura in Kerbala. The Holy Prophet [S] loved Imām Al-Ḥusayn [A] just like he loved Imām Al-Ḥasan [A]. Imām Al-Ḥusayn [A] spent the first six years of his life with his grandfather, the Holy Prophet [S]. He loved his grandfather very much.

All the Muslims in Madina knew how much the Holy Prophet [S] loved Imām Al-Ḥasan [A] and Imām Al-Ḥusayn [A]. He would call them 'Ḥasanayn' - the two 'Al-Ḥasans' or 'Sibṭayn' - the two Grandsons.

The Holy Prophet [S] said that Imām Al-Ḥasan [A] and Imām Al-Ḥusayn [A], on the Day of Judgement, will lead all the young people to Heaven. After the Holy Prophet [S] passed away, Imām Al-Ḥusayn [A] spent the next 30 years of his life learning from his father, Imām Alī [A].

# **STORY TIME**

### **ASK FROM OUR IMAMS**

When Imām Al-Ḥusayn [A] was born, Allāh [SWT] sent down the Angel Jibrā'īl to say congratulations to Prophet Muḥammad [S] and his family.

On the way to the Earth, from the heavens, Angel Jibrā'īl saw Fitrus. Fitrus was an angel who didn't have his wings.

Fitrus asked Angel Jibrā'īl where he was going and the Angel told him that he was going to wish the family of the Holy Prophet [S] on the birth of his grandson, Imām Al-Ḥusayn [A].



Fitrus was excited and asked if he could also come along. With Allāh [SWT]'s permission, Angel Jibrā'īl carried Fitrus to go and see Imām Al-Ḥusayn [A].

When they reached the house of the Holy Prophet [S] and congratulated him and his family, the Holy Prophet [S] told Fitrus to go and see Imām Al-Ḥusayn [A] in his cradle.

Fitrus touched the cradle of Imām Al-Ḥusayn [A] and all of a sudden, his wings came back!

Allāh [SWT] had forgiven Fitrus and given him his wings back because Fitrus wished for his wings at the cradle of Imām Al-Ḥusayn [A].

Allāh [SWT] is showing us how special Imām Al-Ḥusayn [A]. and the Imāms are, that if we ask for anything through them, it will get accepted quicker because Allāh [SWT] loves them so much.

Moral of the Story: Ask Allāh [SWT] for whatever you wish, through the love of the Ahl al-Bayt [A] and your wish will be accepted faster.

#### **Lesson in Practice: At Home**

Ask your child what they learnt from the story above. Can they also ask Allāh [SWT] for whatever you wish? If they ask through the love of the Ahl al-Bayt [A] their wish will be accepted faster.

### WHAT I WANT TO LEARN:

- \* What does Insh'Allāh mean?
- \* Allāh [SWT] does what is best for us

### **SECTION 1**

Inshā' Allāh means 'If Allāh [SWT] Wills'. No matter how much we may plan something, if Allāh [SWT] does not want it to happen, it will not happen.

Whenever we plan to do something we should always say 'Inshā' Allāh'. For example, tomorrow I plan to go to the park, inshā' Allāh. We say this because we do not know if we will definitely go, it may rain tomorrow and so we might not be able to go.

There was once a boy named Ali. His mum always told him, time and time again, to say Inshā' Allāh after he had said he was going to do something, but Ali usually didn't say Inshā' Allāh. One day, Ali decided he wanted to go play in the park. He looked out of the window and saw



that the sun was shining bright and there was not a single cloud in the sky. It was a wonderful day!

Ali called his friend and told him that he was going to play in the park that afternoon. Ali's mummy heard him and told him that he should have said Inshā' Allāh that he would go to the park. Ali replied that he was going to go for sure because the day was so nice. That afternoon, when the time came to go to the park, the sun had disappeared behind a few clouds that had come into the sky. The clouds were not white and bright, they were gray and dark. It looked like it was going to rain.

Just before Ali and his mummy reached the park, it began to rain heavily. Ali's mummy told him that he could not play in the park because it was raining. They drove back home and Ali was very sad. Ali decided that from then on, he would always say Inshā' Allāh whenever he planned something.

We should remember to say Inshā' Allāh whenever we plan to do something. If it does not happen, we should still be happy and understand that Allāh [SWT] does what is best for us.

AKHLAQ 57

# ALLĀH [SWT] DOES AS HE PLEASES

### LEARNING INSHĀ' ALLĀH

#### **SECTION 2**

He knows what we do not know, and can do what we cannot do. Let's have a look at another example of Allāh [SWT] doing as He pleases.

Al-Ḥamdu lillāh Allāh [SWT] has given us a great blessing! We have a very powerful part of our body called the tongue, allowing us to talk as much as we want.

When we look at ants and birds, flowers and trees, the sky and the winds, none of those can talk, can they?

Yes they can! They have their own language that we do not understand. Just like when a baby cries, that is his or her way of talking; we just don't understand always what they want.

Allāh [SWT] is so Powerful, that he can make non-living things talk as well! Can you give an example of something that is non-living? Stones and Pebbles are non-living.

During the time of the Holy Prophet [S], the people of Makkah asked him to prove that he really was a Prophet.

Prophet Muḥammad [S] picked up a few pebbles in his hand. All of a sudden, in front of everybody the pebbles began to speak. They said "Muḥammad is the Messenger of Allāh [SWT]". Isn't that amazing?

Everybody knows that pebbles are not alive and can't really speak, but by the command of Allāh [SWT], the pebbles spoke the truth. Allāh [SWT] does as He pleases!



**Lesson in Practice: At Home** 

What does Inshā' Allāh mean? Why should we say it? Can you give an example of how Allāh [SWT] is Powerful?

# ISLAMIC PHRASES

### AND WHEN TO USE THEM

### WHAT I WANT TO LEARN:

- \* What phrases can I use to thank Allāh [SWT] or when we hear someone sneeze?
- \* What do these phrases mean?

#### **SECTION 1**

Let's learn the following phrases and when to use them:

### Al-Hamdu lillāh

To thank Allāh [SWT], when we finish our food and when we sneeze.



### inshā' Allāh

Whenever we plan to do something. For example, 'Tomorrow I will.... In shā Allāh!'



### Yarhamuk Allāh

Whenever we hear someone sneeze. If a girl sneezes, we should say Yarhamu Killāh

### Astaghfirullāh

When we do something bad or when we see someone doing something bad.



### Subḥān Allāh

When we see anything beautiful. Instead of 'Wow!'

### Fī Amānillāh

When we are leaving. Instead of 'Bye!'



# **ISLAMIC PHRASES**

### AND WHEN TO USE THEM

#### MANNERS OF GREETING OTHERS AND TALKING





When we meet another Muslim, we should always first say to them:

### Salāmun 'Alaykum

And when someone else says to us 'As-salām 'alaykum', we should always reply:

### Wa 'alaykumu salām

When talking to others, especially our elders, we should always be polite. We should not say anything rude. We should never swear and we should also speak with a polite voice.

When we are sitting and an adult comes into the room, we should always stand up and greet them. When we want to leave the room, we should ask their permission before leaving the room

**Lesson in Practice: At Home** 

Practice these phrases and when we should use them, with your child at home.

### PROPHET SULAYMĀN [A] SPEAKS TO THE ANT

#### WHAT I WANT TO LEARN:

- \* The story of Prophet Sulayman [A]
- \* Respecting all creatures.

#### **SECTION 1**

Once upon a time Prophet Sulaymān [A], a Messenger of Allāh [SWT] who had the gift given to him by Allāh [SWT], to be able to speak to the animals, was sitting by the river, watching as an ant came off the back of the frog.

He saw this little ant finding food; taking a grain in his mouth and then heading back to the river. The ant waited for the frog to return and then crawled on to his back. The frog disappeared under the water.



Prophet Sulaymān [A] was so surprised, but he continued to watch. When the frog returned, the ant was on its back. Prophet Sulaymān [A] took the ant in his hand and asked the ant "what is it that you went under the water for?"



The ant replied "There is an ant who is blind that leaves at the bottom of the river. He cannot search for his own food. Every day I come to the river with food for him and wait for the frog who takes me under the water. I feed the blind ant and then come back up."

**Subḥān Allāh!** Allāh [SWT] shows us in this story that all creatures are important to Him [S] and so we should also respect all of creation. A simple example of respecting creation is when we are playing in the park, we should be careful not to

squash flowers or ants, or bugs. They are all creatures of Allāh [SWT]. We also learn that If Allāh [SWT] looks after a tiny ant at the bottom of the river, He will definitely look after us as long as we make Him Happy and use the gifts He has given us, like our tongues, hands, and feet, in the right way.

# **ALL CREATURES ARE IMPORTANT**

# PROPHET SULAYMĀN [A] SPEAKS TO THE ANT

Allāh [SWT] has created so many wonderful creatures. Here are a few.







Sometimes we find a bumble bee buzzing around our homes, or a lady bug crawling up the wall, or a butterfly sitting calmly on the flowers in our garden. Each of these creations of Allāh [SWT] have a purpose.

Can you think of other creatures that we see when we walk around outside, or around our homes? Are you scared of these creatures? How can we respect these creatures?

**Lesson in Practice: At Home** 

Are creatures of Allāh [SWT] also important? How can we respect them as well?

### THE MOST KIND

#### WHAT I WANT TO LEARN:

- \* Allāh [SWT] is Al-Karīm The Generous
- \* The gift of kindness and friendship

#### **SECTION 1**

Our Holy Prophet [S] shows us and teaches us that we must be gentle and friendly, and care for others.

One of Allāh [SWT]'s names is Al-Karīm, which means The Most Kind. He is so gentle to us and is always there to help us whenever we need his help.

He teaches us, through the Prophets and Imāms, that we must be kind to others, so that they will also be kind to us. In the same way, if we are mean and not nice to others, they will not want to be nice to us.



Islam teaches us to have good Akhlāq where we should be kind even if someone is not kind to us. We must remember that our kindness will be rewarded by Allāh [SWT] and on the Day of Judgement, Allāh [SWT] will give us Thawāb.

If we are kind today, then when we are in need, those that we are kind to will remember and say that you helped them and were kind to them, so they will also feel they want to help you.

The Holy Prophet [S] and Imāms also teach us the importance of having good friends. Friendship is a beautiful gift and a friend is a very important person.

Imām Alī [A] says "He is indeed unlucky, the one who does not have any friends. But worse is the one who has friends and then loses them." True friends are the treasures of this world and the Hereafter.

# KINDNESS AND FRIENDSHIP

### THE MOST KIND

What kind of friends would you like to have?

I would like to have friends that are kind, and gentle, that listen to me when I want to share something with them, and a friend that will also come and speak to me when they need someone to talk

That friend will only be a true friend if I treat them the way I want to be treated.



Remember...

Friends smile at you. They like to meet you. They want to be with you, at any old place.

Friends have fun with you, and friends also share. They're glad when you're happy, and when you're sad, they care.

If you're a friend, then you care, too. That's why your friends, are glad you're you!!!

So in being yourself, make sure you have the best qualities that your friends love being around you and others also see you as a kind and gentle person.

**Lesson in Practice: At Home** 

How can we be kind to others? What kind of friends would you like to have?

64 AKHLAQ

# IMĀM ZAYN AL-'ĀBIDĪN [A]

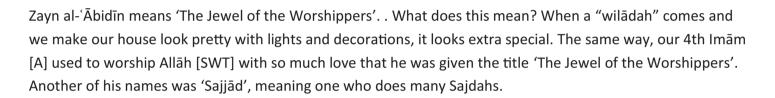
OUR FOURTH HOLY IMAM

### WHAT I WANT TO LEARN:

- \* The qualities of Imām Alī Zayn al-'Ābidīn [A]
- \* The lessons we can learn from Imām Alī Zayn al-'Ābidīn [A]

### **SECTION 1**

Imām Alī Zayn al-ʿĀbidīn [A], our fourth Holy Imām [A] was born on the 5th of Shaʿbān, 38 years after Hijrah. His father named him Ali, but later he was given the title 'ZAYN AL-ʿĀBIDĪN' by his grandfather, Imām Alī [A].



Imām Zayn al-ʿĀbidīn [A] would look after farm lands and plant trees like Imām Alī [A], and he also traveled to Makkah quite often. He would look after the poor and distribute food from his house for them. He would give clothing to those who didn't have proper clothes, and help people pay back the money they owed others. But he himself, wore simple clothes and ate simple food. What do you think was the most difficult time of Imām Zayn al-ʿĀbidīn [A]'s life? Karbala! This was when after Imām Hussain [A] was killed, Imām Zayn al-ʿĀbidīn [A] looked after all the women and the children as they were taken to Kūfah and Shām.

But more importantly, during this time, which qualities do you think Imām [A] needed the most? He needed patience and forgiveness. If Imām [A] did not have patience, how would he have been able to bear the suffering of losing his family and friends?

After Karbala, Imām Zayn al-ʿĀbidīn [A] spent many years telling people what had happened and how he had lost his father, and his brothers. He taught people the message of Karbala so that people like us could get to hear the message as well, after hundreds of years, and so that we can also be good and follow in the footsteps of our Imāms.



**Lesson in Practice: At Home** 

After the event of Karbala, what did the 4th Imām [A] spend time doing?

# 24 IMĀM MUḤAMMAD AL-BĀQIR [A] AND IMĀM JA'FAR AL-ṢĀDIQ [A]

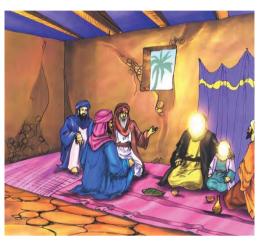
#### WHAT I WANT TO LEARN:

- The qualities of Imām Muḥammad Al-Bāgir [A]
- \* The qualities of Imām Jaʿfar Al-Ṣādiq [A]

#### **SECTION 1**

Our fifth Holy Imām is Imām Muḥammad Al-Bāqir [A]. He was born on the 1st of Rajab, 57 years after Hijrah, in the city of Madina.

His name was Muḥammad because he looked a lot like our Holy Prophet [S], and the title he was given was 'Al-Bāqir' because of the knowledge he shared and taught the people.



The fifth Imām [A] worked very hard to share knowledge of all kinds, and to start schools for people to learn from. Imām Muḥammad Al-Bāqir [A] had some wonderful qualities! He would always speak quietly and not laugh too loudly, he would walk gently and never became angry. Whenever he met another man, he would shake his hands and say that shaking hands brings people closer together.

One day, it was very hot and a man was walking past Imām Muḥammad Al-Bāqir [A] who was working hard in the farms. He saw the Imām [A] and said to him "You look hot and tired, why don't you rest and take a break?"

Imām Muḥammad Al-Bāqir [A] replied that he was working hard so that he could look after his family and not ask anybody else for help. Imām was showing us that Allāh [SWT] likes when we work hard and do things for ourselves and not ask others to do things for us.

We should try our best to do some things by ourselves and if we are unable to do something we should try and then ask for help.

**Lesson in Practice: At Home** 

How did the 5th and 6th Imāms spread knowledge? What did they teach?

#### **SECTION 2**

Our sixth Holy Imām [A], is Imām Jaʿfar al-Ṣādiq [A]. He was born on the 17th of Rabīʿ al-Awwal, 83 years after Hijrah in Madina as well.

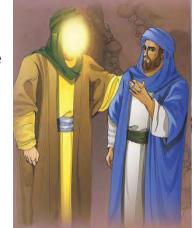
When he was a young boy he would come to the schools and Madressa's that his father had set up, and instead of learning in the way other young students did, he would answer questions that older students would ask about Figh.

Up to the age of twelve years, Imām Jaʿfar Al-Ṣādiq [A] grew up under the care of his grandfather who spent a lot of time worshipping and teaching through adʿiyāʾ. The sixth Holy Imām [A] was an example for the people,

just as the Imāms before him had been, and is also an example for us today.

During the time of the fifth Holy Imām [A] and the sixth Holy Imām [A], the king and his people were so busy with their own problems that the two Imāms made the most of this time to set up schools and universities, to hold classes, and teach people about science and math, and so much more. At any one time, the Imāms would have over 1,000 students learning from them.

In the time of Imām Jaʿfar Al-Ṣādiq [A] there lived a young man called Zakariyyā who had converted from Christianity to Islam. On his way to Ḥajj, Zakariya stopped in Madina to visit the Imām [A].



Zakariya asked the Imam how he should behave towards his family who were still Christians. The Imām [A] replied that parents are greatly respected in Islam, and told Zakariyyā to be kinder and more helpful to his mother than he had ever been.

When Zakariyyā returned home, he was much more respectful and helpful to his old mother. He gave her food and drink with his own hands. He washed her clothes and kept the house tidy. .

His mother was very surprised but very happy with her son, and asked Zakariyyā what had made him become so kind towards her. When Zakariyyā explained about our 6th Imām [A], his mother wanted to know more. He told her all about the teachings of Islam; his mother became a Muslim too.

The sixth Holy Imam (A) taught Zakariyyā, and us as well, that we should always behave with good Akhlaq towards others and never forget the rights of our parents.

TĀRĪKH 67

# 25 SHARING AND CARING EVERYTHING WE HAVE IS FROM ALLĀH [SWT]

#### WHAT I WANT TO LEARN:

- \* Allāh [SWT] likes for us to share
- \* If we share, Allāh [SWT] will give us more

Allāh [SWT] likes us to share our things, especially with our brothers and sisters. Remember that everything we have is from Allāh [SWT], and if we share Allāh [SWT] will give us more.

One day a woman came to Haider's house to see his mummy. She brought her son, Salmaan. Haider's mummy told him to play with Salmaan. So, they played in Haider's room with his toys. Soon, Haider's younger brother Zeeshan came, and he, too, wanted to play with his brother's toys.



But Haider did not want to play with his brother, in case Zeeshan broke his toys. Zeeshan was very upset and started crying. Haider's mummy asked him to share his toys with his brother, but he would not.

A few days later, Haider went to Salmaan's house, but Salmaan was being mean, and would not let Haider play with his toys. Haider was very sad.

When he got home he told his mummy how mean Salmaan had been. His brother Zeeshan heard him, and told Haider he could have his favorite book to colour in.

Haider realised how much his brother loved him, and was very sorry for not sharing with Zeeshan and making him sad. He promised his mummy that from then on he would always share all his things with his brother.

Brothers and sisters are very special. If we fight with a friend, they might go away, but if we fight with our brother or sister they will always be there with us. We should share with our siblings and our friends, and we should always care for them as well and ask about them. Allāh [SWT] is happy when we care for our Muslim brothers as well.

## **ACTIVITY TIME**

### **SHARING WITH OTHERS**

#### **PAPER PLATE PALS**

Provide each child with a paper plate to decorate. Place decorative craft materials such as feathers, pom poms, and yarn on several small plates for the children to share. To encourage children to pass items to each other, you can place the pom poms closer to one child and the yarn closer to the other.

Glue, crayons, and markers can be placed in between the children. Providing only one of a particular material such as one glue bottle, or a limited amount of scissors also creates a situation where children need to wait to use the item.

It also provides an opportunity for the children to ask each other for the item when another child is using it.

**Lesson in Practice: At Home** 

Talk to your child about sharing. Encourage them to share with their siblings and friends to keep Allāh [SWT] happy.

# 26 SALAWĀT AND TAŞBĪḤ WHO DO WE RECITE SALAWĀT FOR?

#### WHAT I WANT TO LEARN:

- \* When should we recite Salawāt?
- \* What are we asking when we recite Salawāt?

#### **SECTION 1**

Allāh [SWT] has asked us in the Qur'ān to recite salawāt for the Holy Prophet [S] and his family, because of His great love for them.

The Prophet's family are:

- Sayyidah Fāṭimah [A], AND
- The 12 Imāms [A]

Whenever we hear the name of our Holy Prophet [S] or his family we should recite salawat.

When we hear the name of our 12th Imām [A], Imām Muḥammad Al-Mahdī [A], we should:

- stand up
- put our right hand on your head
- bow down our head and then recite salawāt

This is because our 12th Imām [A] is still alive.

When we are sitting not knowing what to do (e.g. when you do not understand the lecture in mosque), we should recite as many salawāt as many times as you possible.

When we are reciting salawat you are asking Allah [SWT] to send His blessings to the Prophet Muḥammad and his family.

Inshā' Allāh on the Day of Judgement the Holy Prophet [S] and his family will ask Allāh [SWT] to forgive us, in return for all the salawāt we sent them.

#### **SECTION 2**

Taṣbīḥ that we recite after our Ṣalāh is known as the Taṣbīḥ of Sayyidah Fatima al-Zahra (A.), because, her father, our Holy Prophet (s.a.w.) gave it to her as a present.

Sayyidah Fatima [A] used to work very hard in her house. Her father saw how hard she worked. So one day he told her that he was going to give her something that would be better than anything else in the world.

He gave her 'taṣbīḥ'. He told her that after every Ṣalāh she should say:

Allāh [SWT] is the Greatest: **34 times**All praise is to Allāh [SWT]: **33 times**Glory to Allāh [SWT]: **33 times** 

We should try to recite this taṣbīḥ whenever we can, not only after our ṣalāh.



**Lesson in Practice: At Home** 

When should we recite salawāt? Encourage your child to recite salawāt at least 10 times before going to sleep at night. If they don't understand the lecture at mosque, encourage them to recite salawāt, and maybe keep a taṣbīḥ in their bag.

## 27 TABLE MANNERS RESPECTING WHAT ALLĀH [SWT] PROVIDES

#### WHAT I WANT TO LEARN:

- \* What is a Mosque?
- \* How should we behave at the mosque?

#### **SECTION 1**

When we sit at the table to eat delicious food, there are a few things we should keep in mind.

#### Always...

Wash your hands before and after every meal.

Say Bismillāh before you start eating

Say Al-Hamdulilāh when you finish eating.



Always eat with your right hand.

Take small bites of food and chew your food thoroughly and properly.

Taste a few grains of salt before and after eating.

When you have guests in the house, you should start eating first and finish last so that your guest does not feel ashamed to eat well.



When drinking water at night, always sit and drink. When drinking water during the day, stand and drink (unless you are sitting at the table and having a meal).

Remember Imām Al-Ḥusayn [A] when drinking water by saying "As-Salāmu 'Alayka Yā Abā 'Abdillāh"

#### **SECTION 2**

#### Never...

Never blow into your food or water even if it is hot.

Never fill your plate and waste food. Put a little and add more if you are still hungry. Even if crumbs fall on the table, if it's clean, pick it up and eat it.

Never drink water in one gulp. Drink slowly and in at least three gulps.



Never eat unless you are hungry and never over-eat. When you are full, stop eating.

Never look at other people's plate to see how much they are eating or their face when they are eating.

Never talk at the same time as you are eating.

If we follow these simple table manners, we will find that our dinner is more enjoyable and that we do not eat too much and are thankful for what Allāh [SWT] has given us.

We must always remember to thank Allāh [SWT] for the food that is on the table as there are people in the world who do not have such wonderful food.

In your class, create a table mat with the 'Always...' and 'Never...' manners for the table. This will help you remember the manners easily.

#### **Lesson in Practice: At Home**

Take a few minutes before meals to discuss table manners with your child and commend him/her when you see that they act upon the manners.

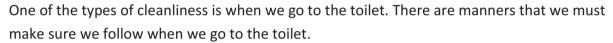
## 28 TOILET MANNERS KEEPING CLEAN AND PURE

#### WHAT I WANT TO LEARN:

- \* Importance of keeping clean
- \* Manners of going to the toilet

#### **SECTION 1**

Being clean is very important in Islam. Allāh [SWT] loves those who keep clean. We should always wear clean clothes, keep our room clean. We ourselves should also be clean.







You should go to the washroom as soon as you need to, and not wait to finish what you are doing.

Enter the washroom with your left foot.

Wear slippers, because the floor may be wet and najis (dirty).

Fill a jug with water. If you are at school, take some water in a cup. If there is no cup, then after you have used the washroom, clean yourself with a wet tissue. When you get home, tell your mommy that you used tissue and not water, your underwear is najis and has to be washed. You will also need to wash yourself once you reach home and then wear a new underwear.







When you go to the washroom, SIT on the seat. DO NOT STAND.



When you are done, then wash yourself 3 times. If you cannot wash yourself, call someone to wash you.

Wipe yourself dry.



Get off the toilet seat and put your clothes on again.



Flush the toilet.

Wash your hands.

Wipe your hands dry.





Leave the washroom with your right foot.

Remember that when you are sitting on the toilet you should not face or have your back to Qibla. If the toilet is facing Qibla then sit a little sideways.

Remember not to talk while you are in the washroom.



Emphasize the importance of toilet manners with your child at home, and go over the do's and don'ts with him/her so that he/she is able to apply them.

## 29 MANNERS OF SLEEPING AND MANNERS OF WAKING UP

#### WHAT I WANT TO LEARN:

- \* What should we do before going to bed?
- \* What should we do when we wake up in the morning?

Did you know that there are manners for sleeping and for waking up? Today we are going to learn about some of these manners, and inshā' Allāh we can try and apply these manners at home.

Before going to bed we should:

- Brush our teeth
- Do Wudū'
- Say Khudā Ḥafiz to our families
- Recite a Sūrah from the Qur'ān







Before going to sleep we should think of our day. How was it? Did we do more good things or more bad things?

Which angel has been busier today, the one on our right shoulder writing our good deeds, or the one on our left shoulder writing our bad deeds?





We should say sorry to Allāh [SWT] for anything bad that we might have done, and promise not to do it again.

If we have been mean to someone or hurt someone's feelings, we should aim to say sorry to them the next day.

We are then told to sleep either on our right side or on our back. It's not good to sleep on our tummy. When we sleep, our souls go and visit Allāh [SWT] and we have so many dreams!

But then Allāh [SWT] sends our souls back so that we can wake up in the morning. We should remember to do the following when we wake up:



- Remember Allāh [SWT] first by saying Bismillāh al-Raḥmān al-Raḥīm
- Say 'Salāmun 'Alaykum Ya Imām Al-Mahdī' (our 12th Imām)
- Greet our parents, hug them and kiss them and say 'Salāmun 'Alaykum' to them.

#### **Lesson in Practice: At Home**

Help your child practically apply what they should do before going to bed and when waking up in the morning.

# 30 IMĀM MUḤAMMAD AL-MAHDĪ [A] OUR GUIDE AND AWAITED ONE

#### WHAT I WANT TO LEARN:

- Imām Muḥammad Al-Mahdī [A] and his birth
- The shorter hiding

Our 12th Holy Imām, Imām Muḥammad Al-Mahdī (May he come to us quickly!) is the Imām of our time, and the last of the 12 Imāms.

When the 12th Imām was born to Sayyidah Narjis Khatoon, many did not know of his birth as they knew that the 12th Imām would be the final Imām and they did not like him. The Abbasids, who were the rulers at the time, did not want somebody to take their position, so they always kept an eye out for when the 12th Imām would be born.



However, Imām Al-Ḥasan Al Askari told his most trusted companions to come and see the 12th Imām and to follow him after he passed away. He told them that Imām Muḥammad Al-Mahdī (May he come to us quickly!) would be the next Imām after him.

The twelfth Imām was five years old when his father, Imām Al-Ḥasan Al Askari [A] passed away. The brother of Imām Al-Ḥasan Al Askari came to lead the Namaaz for the funeral, but Imām Muḥammad Al-Mahdī (may he come to us quickly) came forward saying it was his duty to lead the prayers for his father.

Everybody, even the Abbasids, followed this young boy as he led the prayers. As soon as the prayers finished, everybody hurried to look for the twelfth Imām. Some people were curious, and others, like the Abbasids, wanted to take him away.

But the Imām was nowhere to be found. This is when he went into hiding, by the command of Allāh [SWT]. This was the shorter hiding where he was still in contact with trusted companions.

#### **Lesson in Practice: At Home**

Go over the story of the Blanket with your child at home. What did Allāh [SWT] say to make these five people special? Who are the 14 Ma'ṣūmīn?

**78** TĀRĪKH

## APPENDIX

SALĀH II - RECITATIONS IN ŞALĀH
NAMES OF THE 12 IMĀMS

STORY TIME SPECIAL: ALLĀH [SWT] NEVER DIES

STORY TIME SPECIAL: THANK YOU ALLĀH [SWT]

## APPENDIX I

### ŞALĀH II - RECITATIONS IN ŞALĀH

Learn what we should recite in Şalāh.

We must learn to do the different actions together and in the right order. When we wish to pray salāh.

#### **FIRST RAK'AH**

- 1. Stand up facing qibla.
- 2. Make your intention (niyyah). This means to say, 'I am praying salāh qurbatan ilallāh'.
- 3. Raise your hands to your ears and say Allāhu Akbar! This is called Takbirat al-Ihrām.

Takbirat al-Ihram is the first 'Allāhu Akbar' you say in salāh. It means the salāh has begun.

4. Then put your arms down and your hands on your thighs and stand still without moving.

This is called Qiyām. Now recite Surah al-Hamd and Surah al-Ikhlās. This is called Qirā'ah. (Teacher to help the students recite the surahs altogether.)

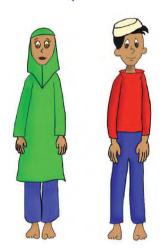
During qiyām and qirā'ah, boys keep their legs slightly apart. Girls stand with their legs together. Both boys and girls should look down at the turbah during qiyām and qirā'ah.

5. Then do the takbir again. Raise your hands to your ears and say Allāhu Akbar!

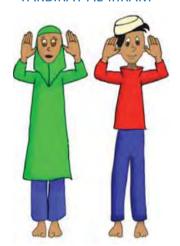
TAKBĪRAT AL-IhRĀM



QIYAM

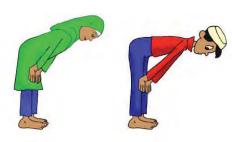


TAKBĪRAT AL-IhRĀM



6. Bow down to Rukú (Students to recite dhikr of rukú together with teacher).

When boys do rukú, they keep their legs slightly apart. Boys should keep their backs and knees straight and place their palms on their knees with their elbows slight bent outwards. Girls should keep their legs together. Girls bend their backs a little less than boys and keep their palms just above their knees. We keep our fingers together during rukú.



**RUKŪ**<sup>°</sup>

TAKBĪRAT AL-IḥRĀM

- 7. Stand up and do the takbir again
- 8. Go down to Sajdah (Students to recite dhikr of sajdah together with teacher).

In sajdah, the fingers should be straight pointing towards qibla. The forehead should be on the turbah. The knees should be on the ground.

For boys, the elbows should be up and slightly away from the body. Boys keep their feet slightly apart with the big toe touching the ground. For girls the elbows should touch the ground and be close to the body. Girls keep their feet together with the big toe touching the ground.

- 9. Sit up for julús. Place palms on thighs with fingers together and still look down. Wait for a few seconds and to do takbir again (whilst sitting).
- 10. Go to Sajdah (Students to recite dhikr of sajdah together with teacher).
- 11. Sit up again (julús).

#### SECOND RAK'AH

- 1. Stand up again for Qiyām and recite Surah al-Hamd and surah al-Ikhlās (all together with the teacher).
- 2. Takbir

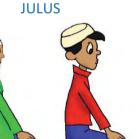
#### 3. Recite the Qunút

- 4. Takbir and go to Rukú.
- 5. Stand up. Takbir again.
- 6. Go into Sajdah.
- 7. Sit up (julús). Takbir whilst sitting. Takbir again whilst still sitting.
- 8. Go into Sajdah again.
- 9. Sit up. Your teacher will recite the Tashahhud and Salām with you.
- 10. Do the Takbir three times whilst sitting.
- 11. Recite salawāt.











### **APPENDIX II**

#### THF 12 IMĀMS

The 12 Imāms are our guides, appointed by Allāh [SWT] for us to follow. Do you know their names?

IMĀM ALĪ [A]

IMĀM AL-ḤASAN [A]

IMĀM AL-ḤUSAYN [A]

IMĀM ZAYN AL-ʿĀBIDĪN [A]

IMĀM MUḤAMMAD AL-BĀQIR [A]

IMĀM JA'FAR AL-ṢĀDIQ [A]

IMĀM MUSA AL-KADHIM [A]

IMĀM ALĪ AL-RIDHA [A]

IMĀM MUḤAMMAD AL-TAQĪ [A]

IMĀM ALĪ AL-NAQĪ [A]

IMĀM ḤASAN AL-ʿASKARĪ [A]

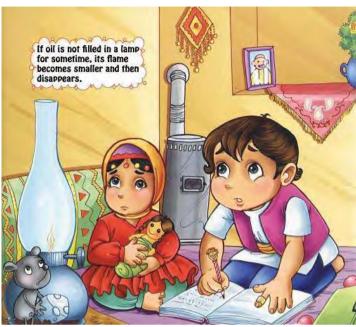
IMĀM MUḤAMMAD AL-MAHDĪ [A]

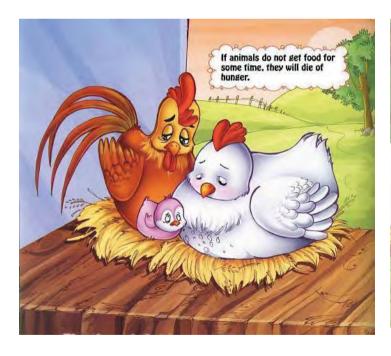
## **APPENDIX III**

### STORY TIME SPECIAL: ALLĀH [SWT] NEVER DIES

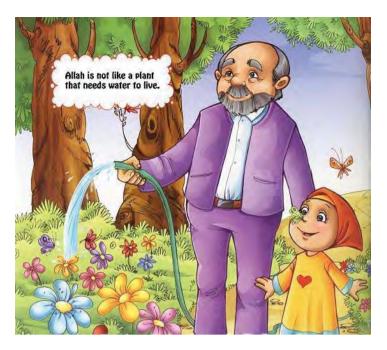
Everything in the world will one day die, but Allāh [SWT] is All-Powerful and nothing can harm Him. He does not need anything or anyone to live.

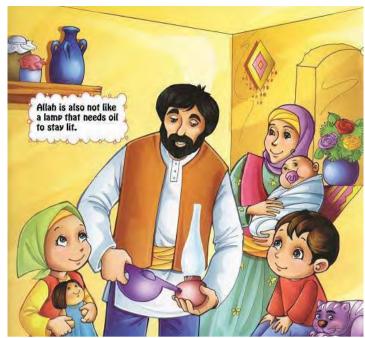


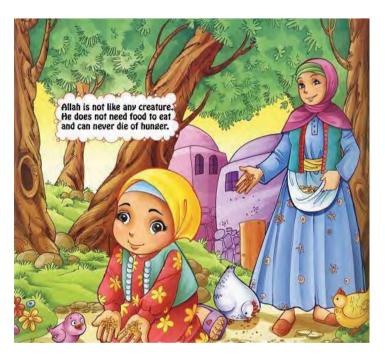


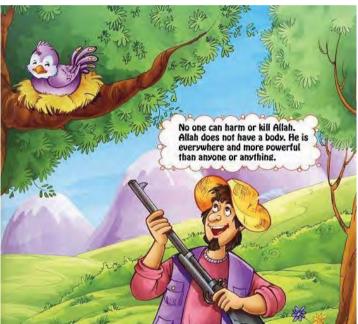




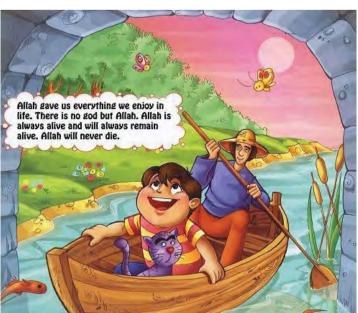










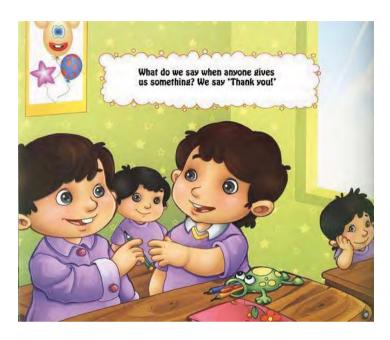


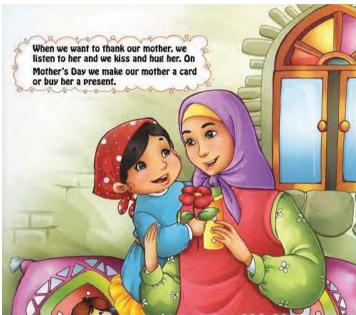
## **APPENDIX IV**

### STORY TIME SPECIAL: THANK YOU ALLĀH [SWT]

We have so much to thank Allāh [SWT], Al-Hamdu Lilāh!

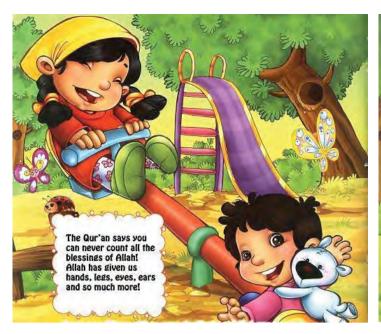
Everywhere we go, there are signs of Allāh [SWT]'s wonderful creations, Al-Hamdu Lilāh! Let's learn to say Al-Hamdu Lilāh! For all the blessings He has given us.

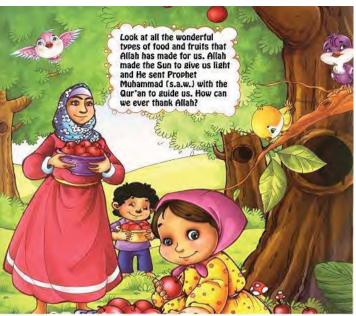


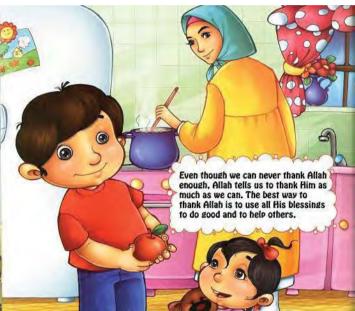




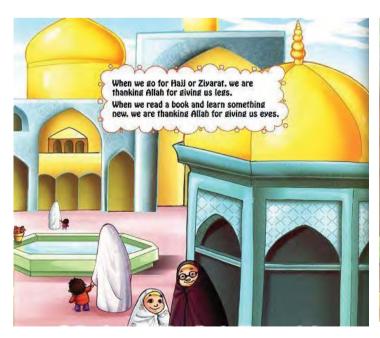


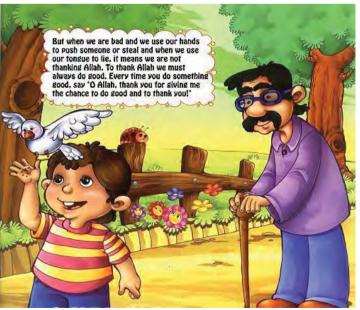












The **Shia Ithna'asheri Madressa** is the Madressa (religious education centre) of the **Khoja Shia Ithna'asheri Muslim Community of Stanmore, UK**.

The S.I.Madressa was founded in 1985 and caters for the religious foundation of our community children.

The classes are held every Sunday for a duration of three hours, and the last 30 minutes are allocated to Salaat-ul-Jamaat for teachers, students & parents.

#### The S.I.Madressa has 4 main departments:

1. Akhlaq Morals & Ethics

2. Figh / Aga'id Islamic Beliefs, Rules & Regulations

3. Tarikh Islamic History

4. Qur'an Recitation as well as Appreciation & Understanding

We also cater for students with learning difficulties and children with disabilities and special needs. These activities fall under the Learning Support and Special Needs departments.

Furthermore, the older students are accommodated for, with classes that prepare them for the outside world, equip them with qualities of leadership, and train them as future teachers.

The students are provided with an extensive and a comprehensive syllabus, which has also been adopted by many other Madaris and organisations across the globe. Furthermore, the S.I.Madressa has branched out onto the Internet, giving students and educators worldwide free access to the teaching material and manuals.

For further details and information about our activities, please visit <a href="www.madressa.net">www.madressa.net</a>. Our notes are available for editing, sharing and improvement. If you would like to participate in improving the overall quality and content of these notes, please email <a href="mailto:admin@madressa.net">admin@madressa.net</a>.

These manuals were kindly donated for the Thawab of the Ruh of Marhum Akberali Pyarali Merali

PLEASE RECITE SURA-E-FATEHA

