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## INTRODUCTION

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

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

Our curriculum is fundamentally based around:

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

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

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

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



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

## **CURRICULUM OVERVIEW: Year 9-10**

### Objectives to be achieved:

To be able to speak about the harms of racism and its detrimental effect on society

To provide examples about how racism is rejected in Islam

To be able to define the aspects of good manners, give an example of each and relate these to one's own experiences, identifying which behaviours are correct and which ones need correcting

To recognize that retaliation with bad treatment is not encouraged in Islam, but rather forgiveness and kindness are encouraged

To memorise sayings of the Prophet, peace be upon him, related to good manners and patience while being about to speak about how to check the authenticity of such sayings

To be able to identify appropriate behaviours with family, neighbours, teachers and friends as prescribed by Islam

To recognize the importance of patience in Islam and relate examples of being patient in different situations

To memorise supplications relevant in different situations and be able to speak about the significance of their meanings

To be able to use songs about Islam and Muslims in conveying messages of peace and virtue.



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To understand the consequences of several sins such as lying, stealing, drinking alcohol, physical and verbal abuse, illicit drug use and issuing religious judgments without knowledge

To be able to use a wide variety of technical terms included in the vocabulary of Islamic knowledge

To be familiar with the concepts of sin, forgiveness and repentance, and to understand the pathways available in case a person falls into sin

To recognize the main and common Islamic beliefs and practices and be able to identify examples of extremist views of these

To form strong support relationships with the teacher and other students in order to develop a network of trust which can be used in times of hardship

To memorise several short chapters of the Qur'an and to know the meaning and benefit of reciting some of these verses

To understand most aspects of the Prayer and its purification and to know the meanings of what is recited in the Prayers

To know the invalidators of Prayer and Ablution

To be able to tell the stories of some great men and women in Islamic history who were well-known for their patience and virtue

To be able to talk about the differences between the Islamic and Roman calendars

To be able to determine approximately when significant Islamic events occur in the calendar

To be able to speak about the stories related to the significant events in the Islamic calendar

To understand the significance of various acts of worship and to know the wisdom behind some of them



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To be able to design arts and crafts related to different Islamic events

To recognize the significance of several Mosques and cities in Islamic history

To understand that different Muslims might follow different schools of thought in regard to Islamic practices

To know the spelling of several Prophets' names and be able to talk about some of their miracles

To recognize the importance of charity and identify the good outcomes it has on both the giver and the taker

To be able to briefly tell the biography of Prophet MuHammad peace be upon him

To be able to mention some of the Prophet's physical and non-physical characteristics such as his appearance and his love of forgiveness

To be able to identify a variety of good deeds and relate them to owns own daily life

To be able to speak about Allah and the 13 Attributes of God known by necessity by giving a brief explanation of each

To be able to use both textual and logical proofs when speaking about the Islamic belief in God and the Prophets

To understand that not all Verses of the Qur'an are taken literally and to know an example of a Verse which is taken literally and one that is not, as well as the reason for each explanation

To understand that extremists might rely on Verses of the Qur'an that can linguistically carry more than one meaning but which religiously do not carry the meanings they claim for them

To understand some of the signs of extremism



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To identify the types of invalidators of faith and recognize examples of what one should avoid to protect his or her faith

To know the Attributes of the Angels, the roles and names of some of them and to understand some information related to their whereabouts and significance to humans

To understand that the decisions we make in relation to our treatment of parents, friends, teachers and neighbours can have consequences on our own life

To be able to speak about the Divine Books and on which Prophets they were revealed

To know how to make the call for Prayer and understand its meaning and significance

## CURRICULUM MATERIALS

Text book “The Islamic Education Series Book 5”

Worksheets and resources booklet

### Program:

Session	Outcomes	Learning activities
1	Students: <ul style="list-style-type: none"><li>Develop a good relationship with the teacher.</li></ul>	Teacher introduces themselves and says the Islamic greeting in full.  The teacher makes sure the students know what the reply should be.



	<ul style="list-style-type: none"> <li>• Learn Islamic concepts and vocabulary</li> <li>• Learn Verses of the Qur'an about belief and their location</li> </ul>	<p>Teacher asks each student about their name and asks them to describe themselves using a word that starts with the first letter of their name. This should help the teacher remember the students' names (even if they already know the student)</p> <p>Teacher reads lesson 1 "The true belief" from the Belief section of the textbook (TIES book 5). The teacher explains any difficult vocabulary and proceeds based on the understandings of the students.</p> <p>The teacher tests their comprehension by asking and focussing on the following questions:</p> <ol style="list-style-type: none"> <li>1. State a Verse from the <i>Qur'an</i> that orders the believers to be firm on <i>Islam</i>.</li> <li>2. What is the Religion of all the prophets?</li> <li>3. Why did <i>Allah</i> send prophets?</li> <li>4. What is the meaning of piety (<i>taqwa</i>)?</li> <li>5. What is the first obligation upon the accountable person?</li> <li>6. What is the meaning of "No one is God except <i>Allah</i>"?</li> <li>7. What is the meaning of "<i>Muhammad</i> is the Messenger of <i>Allah</i>"?</li> <li>8. What is the purpose of the Two Testifications?</li> </ol>
2	<ul style="list-style-type: none"> <li>• Are able to speak about the harms of racism and its detrimental effect on society</li> <li>• Provide examples about how racism is rejected in Islam</li> </ul>	<p>The teacher hands out a cryptogram containing the hidden message 'Racism is rejected in Islam'.</p> <p>The teacher instructs students about how to solve the cryptogram and waits for the students to complete it.</p> <p>The teacher then discusses racism and its</p>



		<p>bad effects on society with them.</p> <p>The class speak about examples when they felt uncomfortable due to racism.</p> <p>The students draw depictions of places where Muslims gather from all different backgrounds together such as in the Mosque, Pilgrimage or ^Id Prayers.</p>
3	<ul style="list-style-type: none"> <li>Learn basic concepts about Islam</li> <li>Learn Islamic technical terms</li> </ul>	<p>The teacher reads lesson 2 “The accountable” of the belief section of the text book.</p> <p>The teacher focuses on the following questions:</p> <ol style="list-style-type: none"> <li>How does a person become Muslim?</li> <li>When is a person considered to have received the message of <i>Islam</i>?</li> <li>Islamically, who is <i>accountable for their deeds on Judgement Day</i>?</li> <li>What is the accountable person obligated to do?</li> <li>Is the pubescent person who did not receive the message of <i>Islam</i> considered <i>accountable</i>? What is the proof?</li> <li>What is the proof that the young child is not <i>accountable</i>?</li> </ol>
4	<ul style="list-style-type: none"> <li>Listen to an Islamic song about repentance</li> </ul>	<p>The teacher plays a recording of the song “Forgive Me” to the class and they discuss the terms forgiveness, sin and repentance as well as talking about scenarios where</p>





	<ul style="list-style-type: none"> <li>Learn Islamic vocabulary</li> <li>Learn pathways available in times of crisis</li> </ul>	one is in need of help and who they could seek help from.
5	<ul style="list-style-type: none"> <li>Learn about the dispraise of lying in several situations</li> <li>Learn a saying of the Prophet (Hadith), peace be upon him, which is related</li> <li>Describe situations where telling the truth is extremely important</li> </ul>	<p>The teacher reads lesson 6 “Lying” from the chapter of good manners from the text book.</p> <p>Students are asked to give answers to the following questions from the information given:</p> <ol style="list-style-type: none"> <li>What is lying?</li> <li>Give a <i>hadith</i> that indicates that lying is still unlawful, whether said seriously or jokingly?</li> <li>What does swearing by <i>Allah</i> to a lie mean?</li> <li>What is meant by the false testimony? Give an example.</li> <li>To what did the Prophet liken the false testimony? Give a <i>hadith</i> and explain its meaning.</li> <li>Give an example of falsely attributing something to <i>Allah</i>. State the proof from the <i>Qur’an</i> that it is unlawful.</li> <li>Give a <i>hadith</i> that indicates that falsely attributing something to the Prophet is unlawful.</li> </ol>
6	<ul style="list-style-type: none"> <li>Understand the mental proof that Allah is the</li> </ul>	The teacher reads lesson 3 “Allah is the Creator of the world” of the belief section of the text book.





	<p>Creator of the world</p> <ul style="list-style-type: none"> <li>Learn textual evidence from the Qur'an that God is only the Creator</li> </ul>	<p>In order to make sure students have understood, the teacher asks:</p> <ol style="list-style-type: none"> <li>What is the proof from the <u>Qur'an</u> about the existence of <u>Allah</u>?</li> <li>What is the mental proof that <u>Allah</u> exists?</li> <li>Why is it not conceivable for nature to be a creator?</li> </ol>
7	<ul style="list-style-type: none"> <li>Learn about the Islamic event of the miracle of the Night Journey</li> <li>Become familiar with the places in which the Prophet, peace be upon him, stopped to pray on the way.</li> </ul>	<p>The teacher tells students the story of the Night Journey using the resource folder.</p> <p>Students are shown a map and as the story progresses are told to identify the location where the Prophet, peace be upon him was, on the map.</p>
8	<ul style="list-style-type: none"> <li>Use technical terms in regard to the Prayer times and actions.</li> <li>Learn the call for Prayer and its meaning</li> </ul>	<p>The teacher begins the lesson by playing a recording of the call of Prayer.</p> <p>Students identify the statements.</p> <p>The teacher explains the meanings of each statement.</p> <p>Students practise saying the call of Prayer.</p> <p>The teacher revises with the students the names of the 5 obligatory Prayers and the related terminology then gives the following table for students to fill out:  <b>Order the Prayers in the correct order that they occur during the day (start</b></p>



		<p><b>with Subh) and write down the number of cycles (rak^ahs) in each prayer</b></p> <table border="1" data-bbox="820 409 1429 850"> <thead> <tr> <th>Prayer</th> <th>Order</th> <th>Rak^at (cycles)</th> </tr> </thead> <tbody> <tr> <td>^Isha</td> <td></td> <td></td> </tr> <tr> <td>Subh</td> <td></td> <td></td> </tr> <tr> <td>^Asr</td> <td></td> <td></td> </tr> <tr> <td>Maghrib</td> <td></td> <td></td> </tr> <tr> <td>Dhuhr</td> <td></td> <td></td> </tr> </tbody> </table>	Prayer	Order	Rak^at (cycles)	^Isha			Subh			^Asr			Maghrib			Dhuhr		
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9	<ul style="list-style-type: none"> <li>Learn about the miracle of Prophet Muhammad's Ascension to the skies</li> <li>Learn several Prophets' names and the order in which they met Prophet MuHAMMAD during his ascension.</li> <li>Know the spelling of these Prophets' names and be able to talk about some of their miracles</li> <li>Are able to identify which Prophets received the most famous Divine Books</li> </ul>	<p>The teacher tells the story of the Ascension to the skies using the resource folder.</p> <p>The students practise spelling the Prophets' names in the order mentioned in the story and revise with the teacher some of the miracles that occurred to each.</p> <p>The teacher revises with the class about the Divine books and to whom the most famous ones were revealed and students complete the following:</p> <p><b>Match the divine book that was revealed to each Prophet to the Prophet is was revealed to</b></p> <table data-bbox="820 1470 1429 1827"> <tr> <td>Prophet Moses</td> <td>The Qur'an</td> </tr> <tr> <td>Prophet Jesus</td> <td>The Zabur</td> </tr> <tr> <td>Prophet Muhammad</td> <td>The Injil</td> </tr> <tr> <td>Prophet David</td> <td>The Tawrah</td> </tr> </table>	Prophet Moses	The Qur'an	Prophet Jesus	The Zabur	Prophet Muhammad	The Injil	Prophet David	The Tawrah										
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10	<ul style="list-style-type: none"> <li>Learn the proofs</li> </ul>	The teacher reads lesson 4 "The Oneness																		



	<p>about the Oneness of God</p> <ul style="list-style-type: none"> <li>Revise the Attributes of God and be able to speak about the 13 mentioned ones.</li> </ul>	<p>of Allah” from the chapter of belief from the text book.</p> <p>The teacher then revises 13 of the Attributes of God with the students and quizzes them then confirms students’ understanding of the lesson using the following questions:</p> <ol style="list-style-type: none"> <li>Mention a Verse that states the non-resemblance of <i>Allah</i> to His creation.</li> <li>What is the meaning of verse 11 in <i>Suratush-Shura</i>?</li> <li>What is the reason behind the revelation of the chapter <i>Suratul-Ikhlās</i>?</li> <li>What is the meaning of verse 60 in <i>Suratun-Nahl</i>?</li> <li>What is said concerning the universe?</li> <li>What did <i>Imam al-Junayd</i> say about <i>Tawhid</i>?</li> </ol>
11	<ul style="list-style-type: none"> <li>Learn about the significance of the 15<sup>th</sup> of the Islamic month Sha<sup>^</sup>ban</li> <li>Learn the difference</li> </ul>	<p>The teacher explains the significance of the 15<sup>th</sup> of Sha<sup>^</sup>ban and shows students and Islamic calendar and lets them identify the differences between the solar and lunar calendars.</p>



	<p>between the lunar and solar calendars</p> <ul style="list-style-type: none"> <li>List many types of good deeds</li> </ul>	<p>The students think of good deeds that they can do for this event.</p> <p>The teacher repeats the saying of the Prophet to the students and gradually allows students to say it by themselves.</p>
12	<ul style="list-style-type: none"> <li>Learn about how to determine RamaDan</li> </ul>	<p>The teacher brings in an Islamic calendar again and shows the class the different lunar months of the Islamic calendar.</p> <p>The teacher shows approximately when RamaDan starts and speaks of its benefits and briefly about fasting.</p> <p>The teacher mentions the saying of the Prophet, peace be upon him, about RamaDan and who narrated it and which scholars mentioned it.</p> <p>The class discusses differences within the Muslim community about the start and end of RamaDan and the different opinions of Islamic scholars regarding the issue of international crescent sighting.</p>
13	<ul style="list-style-type: none"> <li>Learn the rules of Fasting</li> </ul>	<p>The teacher reads lesson 13 “Fasting” from the acts of worship section of the text book.</p> <p>Students discuss the words that they do not understand.</p> <p>The teacher then chooses different students in the room to answer the following questions:</p> <ol style="list-style-type: none"> <li>What month did <i>Allah</i> make obligatory to fast?</li> <li>State a Verse that indicates that it is obligatory to fast.</li> <li>When did <i>Allah</i> reveal the obligation of fasting?</li> </ol>



		<ol style="list-style-type: none"> <li>4. What is fasting?</li> <li>5. Who is obligated to fast?</li> <li>6. How is the start of <i>Ramadan</i> confirmed? Give a <i>hadith</i> concerning it.</li> <li>7. What should the one who does not see the crescent do?</li> <li>8. What are the integrals of fasting?</li> <li>9. When is the time of the intention? What does the one who wants to fast intend?</li> <li>10. List some of the invalidators of fasting.</li> <li>11. What are the days in which it is unlawful (<i>haram</i>) to fast?</li> </ol>
14	<ul style="list-style-type: none"> <li>• Learn about the importance of Zakah (a type of charity)</li> </ul>	<p>The teacher reads lesson 14 “Zakah” of the section acts of worship of the text book.</p> <p>The teacher then quizzes students about the following questions until they memorise them:</p> <ol style="list-style-type: none"> <li>1. State a Verse in which it was ordered to pay <i>Zakah</i>.</li> <li>2. What does <i>Zakah</i> mean linguistically? Religiously?</li> <li>3. In what year was <i>Zakah</i> made obligatory?</li> <li>4. What are the articles on which <i>Zakah</i> is due?</li> </ol>



		<p>5. Which animals are subject to <i>Zakah</i>?</p> <p>6. What crops are subject to <i>Zakah</i>?</p> <p>7. Which metals are subject to <i>Zakah</i>?</p> <p>8. What is the <i>Zakah</i> of <i>Fitrah</i>?</p> <p>9. List those who deserve <i>Zakah</i>.</p>
15	<ul style="list-style-type: none"> <li>Learn about the celebration of <i>^Idul Fitr</i></li> </ul>	<p>The teacher shows pictures of the <i>^Id</i> Prayer and <i>^Id</i> festivities.</p> <p>The teacher revises with the students how to congratulate each other on the day of <i>^Id</i>.</p> <p>Students design their own greeting card and decorations for this occasion.</p>
16	<ul style="list-style-type: none"> <li>Learn about the attributes of a good Muslim</li> <li>Learn technical terms regarding good deeds</li> </ul>	<p>Teacher reads lesson 1 “Sincerity, insincerity and priding oneself in obeying Allah” of the section Islamic manners from the text book.</p> <p>The teacher then quizzes the students about some the following questions:</p> <p>1. What is meant by sincerity in obeying <i>Allah</i>?</p> <p>2. What is the proof from the <i>Qur'an</i> that sincerity is a condition for the acceptance of the good deeds?</p>



		<p>3. Who is the sincere person?</p> <p>4. State a saying of the Prophet that encourages sincerity and leaving out insincerity in the obedience?</p> <p>5. What is meant by insincerity? Will one receive reward for a deed he does seeking both the reward from <i>Allah</i> and the praise of the people?</p> <p>6. What does priding oneself for obeying <i>Allah</i> mean?</p>
17	<ul style="list-style-type: none"> <li>Learn basic concepts regarding Pilgrimage (Hajj)</li> <li>Become familiar with important places and sites for the Pilgrimage</li> </ul>	<p>The teacher reads lesson 15 “Hajj and ^Umrah” from the section acts of worship from the textbook to the class.</p> <p>The teacher plays a video clip containing views from the acts of the Pilgrimage.</p> <p>The students are quizzed using the following questions:</p> <p>1. Who is obligated to perform <i>Hajj</i>? How many times is it obligatory during one's lifetime?</p> <p>2. What is the merit of <i>Hajj</i>? State the saying of the Prophet regarding this.</p> <p>3. List the integrals of <i>Hajj</i>.</p> <p>4. What is meant by <i>ihram</i>?</p> <p>5. What is the time of staying in ^Arafah?</p> <p>6. What do shaving and trimming</p>





		<p>mean?</p> <p>7. What are the integrals of <i>^Umrah</i>?</p> <p>8. List some of the requisites of <i>Hajj</i>?</p> <p>9. List what is prohibited upon the one in the state of <i>ihram</i> for <i>Hajj</i> or <i>^Umrah</i>.</p>
18	<ul style="list-style-type: none"> <li>• Learn about the importance of patience and its types</li> <li>• Recognise ways to deal with hardships that occur in life</li> <li>• Learn a Verse from the Qur'an and a saying of the Prophet about patience and where these texts can be found</li> </ul>	<p>The teacher reads lesson 2 "Patience" of the Good manners section of the text book.</p> <p>The class discusses types of patience and different scenarios.</p> <p>The teacher focuses on the following questions:</p> <ol style="list-style-type: none"> <li>1. State a Verse from the <i>Qur'an</i> that points to the merit of patience.</li> <li>2. Which type of obligation is patience?</li> <li>3. List the types of patience.</li> <li>4. What does it mean to be patient with performing the obligations?</li> <li>5. What does it mean to be patient with avoiding what <i>Allah</i> made unlawful?</li> <li>6. What does it mean to be patient with hardships and calamities?</li> <li>7. Give a saying of the Prophet, peace be upon him, that shows the</li> </ol>



		<p>reward of the one who lost his sight.</p> <p>8. Among the obligations of the heart is subjugating oneself to <i>Allah</i>. What does this mean?</p>
19	<ul style="list-style-type: none"><li>Learn about the first creation</li></ul>	<p>The teacher talks about the beginning of creation using the text book's lesson 6 from the Belief section.</p> <p>The teacher focuses on the following questions:</p> <ol style="list-style-type: none"><li>What did the Prophet say when he was asked about the beginning of the creations?</li><li>Were all the creations created by <i>Allah</i> at once?</li><li>What is the meaning of <i>Allah</i> is the Creator of everything?</li><li>In how many days did <i>Allah</i> create the heavens and Earth? What is the wisdom in this?</li><li>What was the first thing <i>Allah</i> created? What did He create after it?</li><li>What is the Throne? What is the last type of creations?</li></ol>



		<p>7. State the <i>hadith</i> that gives proof that the Throne is the largest thing that exists.</p> <p>8. How many angels now carry the Throne? How many will carry it on the Day of Judgment?</p> <p>9. Who surrounds the Throne? What did <i>Imam ^Aliyy</i> say about the Throne?</p>
20	<ul style="list-style-type: none"> <li>• Learn about types of extremism and its signs</li> <li>• Learn about the types of Verses in the Qur'an</li> <li>• Become familiar with a Verse, its true meaning and its misinterpretation by some extremist groups and how to refute this misinterpretation</li> <li>• Become familiar with a song denouncing extremism</li> </ul>	<p>The teacher plays the song “Muslims of the World” as an introduction to the lesson.</p> <p>The teacher discusses the meaning of extremism with the students and they brainstorm ideas about what kinds of people fall under extremism and what the signs of an extremist group are.</p> <p>The teacher shows students a part of the Qur'an which explains that the Verses of the Qur'an are of 2 types and that there are some who would use the Verses of the Qur'an for evil.</p> <p>Students are shown examples of each of the types of Verses – those with 1 meaning and those which can hold more than one meaning according to the Arabic language.</p> <p>The teacher does a case study of one of the Verses of the Qur'an which was misinterpreted by extremists. The students learn how to prove what the true meaning</p>



21	<ul style="list-style-type: none"> <li>Learn the definitions of arrogance, envy and enmity and how to guard oneself against them</li> <li>Learn a song about loving others for the sake of God</li> </ul>	<p>of the Verse is.</p> <p>The teacher plays the song “Those who seek true love” as an introduction to the lesson.</p> <p>The teacher reads lesson 4 “Arrogance, enmity and envy” from the good manners section of the text book.</p> <p>The class focuses on the following questions:</p> <ol style="list-style-type: none"> <li>What is arrogance?</li> <li>State a saying from the Prophet that urges us to avoid arrogance. Who related it?</li> <li>What does looking down on people mean?</li> <li>What does having enmity mean?</li> <li>Give a saying of the Prophet, peace be upon him, that urges us to treat people well.</li> <li>What is envy? When is it considered a sin?</li> </ol>
22	<ul style="list-style-type: none"> <li>Learn a part of the Qur’an</li> </ul>	<p>The teacher recites the Verse Ayat al-Kursiyy part by part and helps the students memorise it.</p> <p>The teacher speaks about its meaning using the resource booklet and allows students who memorised it to present to the class.</p>
23	<ul style="list-style-type: none"> <li>Learn about the stories related to ʿIdul Adha</li> </ul>	<p>The teacher plays a video clip of the ʿId prayer of previous years in Australia and shows what those who performed the Pilgrimage would be doing in the Holy</p>



	<ul style="list-style-type: none"> <li>Design greeting cards and decorations</li> </ul>	<p>lands at that time.</p> <p>The students make greeting cards for the occasion and design decorations for their home.</p>
24	<ul style="list-style-type: none"> <li>Learn about the order of creation</li> <li>Learn about the Islamic view of the world</li> </ul>	<p>The teacher reads lesson 7 “The Order of Creation” of the belief section of the text book. The class focuses on the following questions:</p> <ol style="list-style-type: none"> <li>1. What did <i>Allah</i> create after the water and the Throne were created?</li> <li>2. What was mentioned about the description of the Guarded Tablet?</li> <li>3. What did <i>Allah</i> order the Pen to do? What did it write on the Guarded Tablet?</li> <li>4. When were the heavens and Earth created?</li> <li>5. How many Earths did <i>Allah</i> create? On what Earth are we?</li> <li>6. What is <i>Sijjin</i>? Where is it located?</li> <li>7. Where is Hellfire (<i>Jahannam</i>)?</li> <li>8. What are the heavens? How many heavens did <i>Allah</i> create?</li> <li>9. Where is Paradise located?</li> <li>10. After creating the seven heavens, what did <i>Allah</i> create?</li> <li>11. When were the angels, <i>jinn</i>, and animals created?</li> </ol>



		12. From what did <i>Allah</i> create our Lady <i>Hawwa'</i> (Eve)?
25	<ul style="list-style-type: none"> <li>• Learn Islamic terminology related to the actions of the accountable person</li> <li>• Understand the importance of taking care of the community</li> </ul>	<p>The teacher reads lesson 1 “Islamic judgements concerning actions of the accountable” from the section acts of worship of the textbook. The class focuses on the following questions:</p> <ol style="list-style-type: none"> <li>1. How many types of Islamic Judgments are there?</li> <li>2. What is the obligation (wajib)? What is it also called?</li> <li>3. How many types of obligations are there?</li> <li>4. What is the personal obligation (fard ^ayn)? Give an example.</li> <li>5. What is the communal obligation (fard kifayah)? Give an example.</li> <li>6. What is the recommended (mandub)? Give an example.</li> <li>7. What is the prohibited (haram)? Give an example.</li> <li>8. What is the disliked (makruh)? Give an example.</li> <li>9. What is the permissible (mubah)? Give an example.</li> <li>10. What is a valid (sahih) act of worship?</li> <li>11. What is an invalid (batil or</li> </ol>



		fasid) act of worship?
26	<ul style="list-style-type: none"> <li>Learn a story about donation</li> <li>Speak about one's own experiences with donation</li> <li>Speak about the benefits of donation</li> </ul>	<p>The teacher reads the story "One dirham stops a fight".</p> <p>The teacher asks the students questions about their stories regarding donation and the good effects it had on the receiver and on them (the giver)</p>
27	<ul style="list-style-type: none"> <li>Learn about the story of the Prophet's Immigration, peace be upon him</li> <li>Learn about the Islamic dating system</li> <li>Know how to celebrate the new Islamic year</li> <li>Know how to greet those who return from the Pilgrimage</li> </ul>	<p>The teacher tells the story of the Prophet's Immigration, peace be upon him, while displaying a map and identifying the places mentioned in the story.</p> <p>The teacher explains the Islamic dating system and makes sure everyone understands by asking questions.</p> <p>The class design greeting cards for the Islamic new year and watch a video of a celebration of the new year and the return of the Pilgrims.</p> <p>Students practice what to say on these occasions.</p>
28	<ul style="list-style-type: none"> <li>Learn a story about being kind to animals</li> </ul>	<p>The teacher reads the story "Being kind to animals".</p> <p>The teacher asks the students questions about their experience with animals.</p> <p>The students speak about what they would have done if they were in the same situation as the woman in the story.</p>
29	<ul style="list-style-type: none"> <li>Students learn a song about God</li> </ul>	<p>The teacher plays a rap song called "Attributes of Allah".</p>





		The students try to write down the words of the song and double check if they got them correct with the correct spelling.
30	<ul style="list-style-type: none"> <li>Learn briefly about Ashoura'</li> </ul>	<p>The teacher tells the stories of some events that occurred on this date in the Islamic calendar using the resource folder.</p> <p>Concentrate on the following questions:</p> <p>Question 1: On what date does ^Ashoura' occur?</p> <p>Question 2: What are some events that happened on Ashoura'?</p> <p>Question 3: What do Muslims do on the 9<sup>th</sup> and 10<sup>th</sup> day of Muharram?</p> <p>The students list the miracles they know occurred from the mentioned Prophets in the stories.</p> <p>For example, they narrate the story of Prophet Moses and his victory over Pharaoh or the story of Prophet Noah during the flood, peace be upon them.</p>
31	<ul style="list-style-type: none"> <li>Learn a story about being a good neighbour</li> </ul>	<p>The teacher reads the story "The good neighbour and the bad neighbour".</p> <p>The teacher asks the students questions about what good things they have done or can do with their neighbours.</p> <p>The class also discusses the importance of having a strong support network to seek help from.</p>
32	<ul style="list-style-type: none"> <li>Learn about Islamic terminology related to miracles</li> <li>Learn about the references of</li> </ul>	<p>The teacher reads lesson 8 "Miracles and Karamahs" of the belief section of the text book.</p> <p>The class focuses on the following questions:</p>



	<p>Islamic texts</p>	<ol style="list-style-type: none"> <li>1. What is the definition of a miracle?</li> <li>2. How many types of miracles are there? Give an example of each.</li> <li>3. Relate the story of the longing of the tree trunk, which al-Bukhariyy related.</li> <li>4. What did al-Hasan used to say when he related this story?</li> <li>5. What is the karamah?</li> <li>6. State one karamah of Lady Maryam, mentioned in the Qur'an.</li> </ol>
<p>33</p>	<ul style="list-style-type: none"> <li>• Learn about the social problems that can be caused by some of the sins of the tongue</li> <li>• Understand the difference between scandalising someone and seeking the help of someone else in order to help a person in trouble</li> </ul>	<p>The teacher reads lesson 5 “Gossip, fabrication and talebearing” of the Good Islamic manners section of the textbook. The class focuses on the following questions:</p> <ol style="list-style-type: none"> <li>1. State s Verse that orders us to protect our tongues.</li> <li>2. List three matters from which one is obligated to protect his tongue.</li> <li>3. Give what was related from one of the Companions about protecting one’s tongue.</li> <li>4. What is gossip? Give an example.</li> <li>5. What is the proof from the <u>Qur’an</u> that gossip is unlawful?</li> <li>6. What is fabrication? What is the proof from a saying of the Prophet, peace be upon him, that it</li> </ol>



		<p>is unlawful?</p> <p>7. Which is more sinful: gossip (<i>ghibah</i>) or talebearing (<i>buhtan</i>)?</p> <p>8. What is tale bearing? What is the proof from the <i>Qur'an</i> that it is unlawful?</p> <p>9. What is the difference between gossiping someone to scandalise them and telling a third party about the situation of someone in order for that third party to offer their help to the person in trouble?</p>
34	<ul style="list-style-type: none"> <li>Learn about Prophet ^Isa</li> </ul>	<p>The teacher tells the students about the life of Prophet ^Isa and his mother and some of the miracles that happened to him (from the book "Miracles of Prophet ^Isa, peace be upon him").</p> <p>The teacher asks students to list these mentioned miracles that occurred to Prophet ^Isa and some of the class members present the story to the class for some miracles.</p> <p><b>After reading some of the biography of Prophet ^Isa and his mother, students should be able to answer the following questions.</b></p> <p>Question 1: What was the message of all the Prophets?</p> <p>Question 2: Who was the Prophet that came before the Prophet Muhammad?</p> <p>Question 3: Who are the five best Prophets?</p> <p>Question 4: What was the name of Prophet ^Isa's mother?</p>



		<p>Question 5: Talk about some of the main events that occurred to Lady Mary</p> <p>Question 6: Talk about some of the miracles of Prophet ^Isa</p>
35	<ul style="list-style-type: none"> <li>Learn a song about praising God</li> <li>Relates the components of good manners to one's own life</li> </ul>	<p>The teacher plays the song "We begin in the Name of God".</p> <p>The teacher tells the students about common words of praise to God and repeats them with the students.</p> <p>The class speak about the components of good manners and the importance of not just not harming others but of not retaliating to bad treatment with the same treatment.</p>
36	<ul style="list-style-type: none"> <li>Learn about Prophet Muhammad's life, peace be upon him</li> </ul>	<p>The teacher tells the students about Prophet Muhammad, peace be upon him, including his description, his parents' names, in which year he was born and in which city and other biographical information.</p> <p>The teacher tells the students to form groups and to make a poster about this information and present it to the class.</p>
37	<ul style="list-style-type: none"> <li>Become familiar with how to celebrate Prophet Muhammad's birth, peace be upon him</li> <li>Understanding the origin and proofs for this celebration</li> </ul>	<p>The teacher plays selections from a DVD of a celebration of Prophet Muhammad's birth, peace be upon him.</p> <p>The students learn the proofs allowing the celebration of his birth and about the one who initiated it.</p>
38	<ul style="list-style-type: none"> <li>Identify the importance of choosing friends wisely</li> <li>Identify the dangers of</li> </ul>	<p>The students write the names of their best friends on a paper and write some of the good things they do together as well as the good attributes they have to make them classified as good friends.</p>



	<p>befriending those involved in crime and those who have bad traits</p>	<p>The class thinks of bad traits and actions that one should be wary of in school such as abusive language, violence, illicit drug and alcohol use, lying, vandalism and stealing.</p>
39	<ul style="list-style-type: none"> <li>Learn Verses and saying of the Prophet, peace be upon him about how one should and should not treat their parents</li> <li>Learn appropriate social interactions and the importance of being kind</li> </ul>	<p>The teacher plays a CD or video of a song called "Mother"</p> <p>Each student writes down their parents' names vertically and thinks of a nice word or sentence for each letter. For example, Adam. A very good father. Defends us. Able to protect us. Merry.</p> <p>Make a list of good things you can do for your parents: Make a list of things you should never say to your parents</p> <p>The teacher reads lesson 9 of the Good Islamic manners section of the text book.</p> <p>The class focuses on the following questions:</p> <ol style="list-style-type: none"> <li>What does harming one's parents immensely mean? What is its judgment?</li> <li>Give an example of harming one's parents immensely.</li> <li>Give a proof from the <i>Qur'an</i> that prohibits one to harm his parents immensely.</li> <li>Explain the saying of <i>Allah</i>: <i>Wa qada Rabbuka alla ta^budu illa</i></li> </ol>



		<p><i>iyyahu wa bil-walidayni ihsana.</i></p> <p>5. Explain the saying of <i>Allah: Waqul lahuma qawlan karima.</i></p> <p>6. Give a saying of the Prophet, peace be upon him, that prohibits one from harming one's parents immensely.</p> <p>7. Give three Verses that order one to be kind to one's parents.</p>
40	<ul style="list-style-type: none"> <li>• Learn appropriate conduct and treatment of others</li> <li>• Learn what conduct is inappropriate in order to avoid it</li> </ul>	<p>The teacher reads lesson 11 of the Good Islamic manners section of the text book.</p> <p>Make a table with 2 columns. Write appropriate conduct under one and inappropriate conduct under the other.</p> <p>The class focuses on the following questions:</p> <ol style="list-style-type: none"> <li>1. What is the greatest right that <i>Allah</i> has upon the humans?</li> <li>2. List some of the sins of the heart.</li> <li>3. List some of the sins of the eye.</li> <li>4. List some of the sins of the tongue.</li> <li>5. List some of the sins of the hand.</li> <li>6. List some of the sins of the foot.</li> <li>7. List some of the sins of the body.</li> <li>8. List a saying of the Prophet</li> </ol>



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