

ISLAM IS OUR MESSAGE

GRADE **1**

Activities



Islam Is Our Message

Grade One

Activity Book



Muslim Congress

2012

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Introduction

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

The activities in this book have been designed as an accompaniment to the lessons in ***Islam is our Message Grade One*** published by Muslim Congress and are intended to enhance the overall learning experience. Many of them require time for purchases and set-up, so be sure to read each activity plan carefully. To ensure that these lessons *sink in*, it is good to practice giving the lesson ahead of time so that your delivery and participation in guided group conversation is natural and fluid. When teaching, be sure to invite the childrens' thoughts and ideas through questions that prompt reflection: "I wonder why...", "Why do you think...", "Have you ever had a time when...". In doing so, these lessons will become more relevant and impactful to their lives, Insha Allah.

Muslim Congress Education Team

Lesson 1: Al-Khaliq Nature Hunt

Objective: to talk about Allah ﷻ as the Creator of everything

Materials: large basket, access to outdoors (nature path if possible)

1. Lead short discussion about Allah ﷻ, the Creator. What did he create? Did he create the cars? “noooo”. Did he create us? Yes. What else? (let the children name some things: birds, flowers, etc.) Yes, and Allah ﷻ gave us certain gifts, or blessings. Gesturing to the senses, slowly, one at a time, and taking suggestions from children: He gave us a mind to think, eyes to see, noses to smell (and...? yes, ears to hear...). We’re going to go outside and use our eyes and our minds to look for some of the things that Allah ﷻ created.



2. Explain ahead of time that we are going to be “careful observers”. This means we will walk slowly, look carefully, and not talk too much (mime this, and let the children practice). Take children outside with basket and collect objects from nature.



3. Outside, a child might find a wire, or a piece of plastic. Have the child consult with the others to discuss whether it is something Allah ﷻ created. Encourage this sort of active thinking with, “well what do you think?” (you can go into this more, later).



4. Back inside, lay out objects according to similarities (i.e. row of wood-like objects, row of flowers, row of other items – in this case...cotton). Sort them with the children.



5. Talk about what we make or get from each group of objects: Q “What do we make out of wood?” A “shelves, floors, homes” etc... Flowers? Perfume, etc... Yes, Allah ﷻ gave us a mind to think so that we would know what to do with His creations.



6. Continue in this way for each row. Continue discussion of other creations ... pearls from the sea, gems in the mountains, etc.



Finish with "Alhamdulillah. Thank you Allah ﷻ for creating everything!"

*Homework:

Bring something from home, something found, created by Allah ﷻ

Lesson 2: Islamic Manners Job Chart

Purpose: To take points from the lesson on manners, and create a job chart for the Center.

Materials: Poster board, small envelopes, glue stick, glitter glue, markers, crayons, thin pieces of cardstock or craft sticks (to use for name cards, and to fit into each pocket).



1. Explain: "Often, we hear about manners - as both adults and children - but don't always remember to apply them. Today we will begin to break our old habits, Insha Allah. Maybe if we create a chart, we will learn to practice good manners more consistently. We're going to make a 'Good Manners Job Chart' to use at our Islamic Center."
2. "Each week, you will have a job that involves using good manners at the center. We will take turns so that everyone has a chance to be in charge of that particular job. What do you think some of those jobs should be?"
3. As children begin to answer, write these suggestions down on a list. (these may include: a greeter, a person to recite du'a before lunch for the group, someone to serve water, straighten shoes, etc.)
4. Begin to construct the chart out of poster



board. Cut the envelopes and affix them to the poster board so that they form pockets. On each pocket, write the name of a job.

5. Next, cut strips of paper, or embellish craft sticks for name cards (we glued giant buttons to the end of each stick). Each child can decorate his/her name card. These should fit easily into each pocket.
6. Now it is time to designate jobs. "How do you think we should begin?" (take suggestions). As a group, come up with a fair way to assign jobs. This may include a rotation.
7. Attach Jobs Chart to the classroom wall.



Lesson 3: Beaded Timeline of Prophet's ﷺ Childhood

Purpose: To create a visual representation of Prophet Muhammad's ﷺ formative years.

Materials: A variety of beads, thick string, hole-punch, small thin strips of cardstock



1. Lay out a pre-made beaded timeline and explain its contents.
2. Present a tray of sorted materials. This may include a variety of beads, tags, and a piece of string – enough for each child to make his/her own timeline.
3. Explain: “For each formative stage of the Prophet's ﷺ early life, we will choose several beads of the same type. For example, I might choose four red beads to mark the Prophet's ﷺ early life with lady Amina, etc.



4. To remember the names of the adults in rasulullah's(s) life, create name tags that can be hole-punched at one end, and strung into the timeline. For example, first tag would read, *Prophet Muhammad ﷺ is Born*, four beads, second tag: *First four years with his beloved wet-nurse, Halima*, two beads, third tag: *Two years with his loving mother, Amina....etc.*




5. Once you have helped the children create their tags and string their beads, and everything is complete, you could ask the children if anyone wanted to share their timeline with the group and explain why they chose certain beads from each person in the Prophet's ﷺ life.



Lesson 4: Cave of Hira Diorama

Purpose: To create a 3D representation, or diorama, of the Cave of Hira; a creative rendering of the moment of revelation.

Materials: shoebox, magazine pictures, actual pictures of the cave of Hira, clay, sand, various colors of construction paper, glue, scissors, any material that could represent Light: glitter, gold or white tissue paper, etc.

1. One week ahead of time, ask parents to send their child to school with a shoebox for the following week.
 2. Begin by relating the story presented in this lesson, and follow up the story with some actual pictures of the cave of Hira (get these photos off the internet, from a book, etc), to pass around.
- 
- A photograph showing the materials needed for the diorama project. It includes an open cardboard shoebox, a bottle of white glue, a package of Mickey Mouse paper plates, a sheet of pink construction paper, and a strip of white tissue paper.
3. Start a discussion around imagining how that moment of revelation might have felt, or looked. What does the Qur'an tell us about it? What time of day was it? What was the landscape like? Review Angel Gibril, and angels in general (that they are made of light, and that Gibril is the most powerful and important one of them all). What words did Angel Gibril tell the Prophet ﷺ to read? ("Read in the Name of Your Lord Who Created...")
 4. Here you might lay out the materials and explain: "This box is going to be our miniature Cave of Hira. First, we will need to construct the scene. What do you think we could do to this box so that it looks like the cave and the surrounding land? I have some pictures here. What about Angel Gibrail? What could we use to represent light?"
 5. Once each child has decided how they want to position the cave (will this be a view from the inside or outside?), how big it will be, etc., go ahead and present the materials they can use to construct it: clay, or brown construction paper - balled up - for example. Ask if they want to cut out pictures from magazines (National Geographic is good) to find pictures of the sky, of rocky land or sky etc. These pictures could be glued to the inside or outside of the box.

6. At this point, each child will be on his/her way to creating a unique rendering of the scene at the Cave of Hira. You could have the children write on a small slip of paper, "Read in the name of your Lord Who created." Paste it somewhere on the box, or glue it to a toothpick or craft stick and prop it up somewhere



Lesson 5: Respecting the Qur'an

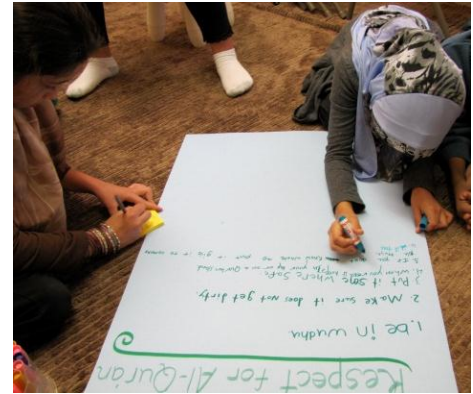
Purpose: To come up with a list of ways to respect the Qur'an. Have this list posted prominently in the classroom upon completion.

Materials: Markers, poster board, English Qur'an in special bag or cloth, Qur'an stand.

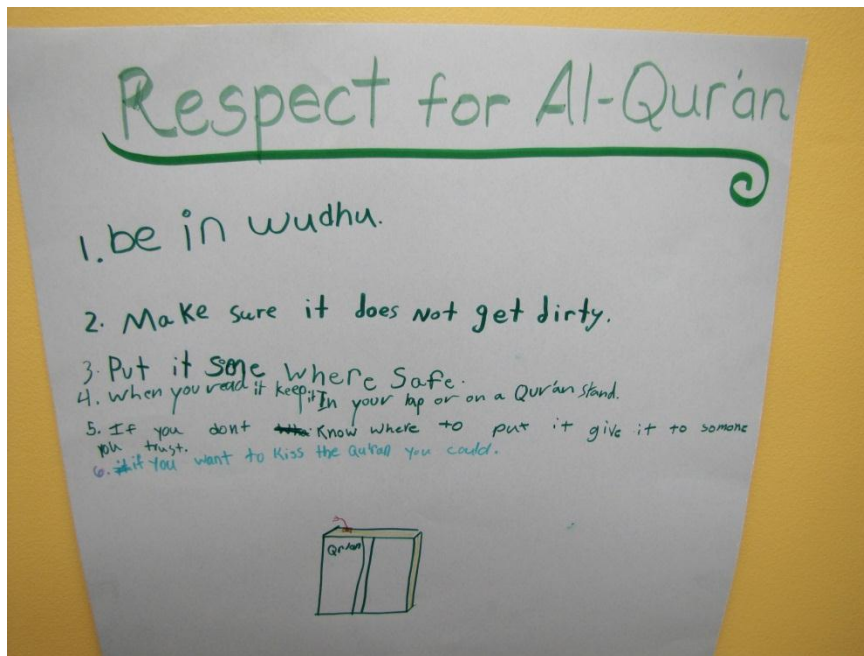


1. Ask each child to name something that is special to him/her. Next, ask what the children do to protect and love that special thing. You might get answers like: "I keep it clean; I don't let anyone touch it; I take care of it; etc"
2. Next, ask the children if they or their family owns a Qur'an. Ask them where it is kept in the house. How do people carry it?
3. Bring out your Qur'an and explain: "I have a Qur'an, too." Slowly and carefully remove it from your bag, or unwrap it from your cloth, and hold it on your lap. Unfold a Qur'an stand. Place it on the stand. Here, you are modeling how to honor and handle the Qur'an. Ask the children: "Why are we so careful with the Qur'an?" Take answers. "Yes, because this is the Word of Allah ﷻ".
4. Teacher asks the children to recite Al-Fatiha with her. Afterwards: "Al-Fatiha is the first surah of the Qur'an. It is located at the beginning of the Book." Open to surah Al-Fatiha. "This Qur'an has the surahs in Arabic and in English. Now I would like to read the English for you." Close the Book. "Let's find a special...classroom." Take suggestions. Settle on a high place, but one that is not out of reach. Keep an English-only Qur'an in the classroom, as children at this age may not know how to make wudhu.

5. "One of the most important things is to be in a state of wudhu when you touch the Qur'an. If you do not yet know how to make wudhu, you can use an English Qur'an with no Arabic in it. This Qur'an will be that kind. We can keep it in our classroom."





6. "So, let's write the list of rules for respecting the Qur'an. Take answers from the children and write them in list form on large piece of poster board. As an option, the children can draw a picture to accompany each rule.
7. Post prominently in the classroom.



Lesson 6: Homemade Photo Chart: Clean/Unclean

Purpose: To create a personalized photo chart of students modeling clean and unclean behaviors.

Materials: Camera, printer, cardstock, laminator, thin black marker; props such as combs, brushes, toothbrushes, napkins, and muddy clothes.

1. Review examples of clean and unclean behavior.
2. Explain: "Today we are going to take pictures of each other demonstrating clean and unclean behavior. After we have finished taking these pictures, we will paste them to a chart to help us remember what we must do and not do as Muslims".
3. "Okay, think of the action that you would like to demonstrate for this poster. Each person will choose 1 clean and 1 unclean action. It could be combing you hair, wearing dirty clothes, washing your hands, etc. When I call on you, I want you to tell me which actions you would like to model." Explain to the children that they can use whatever props they need, and chose a setting for their actions.
4. As each child tells you his/her actions, write them down.
5. Review actions, as dictated by the children.
6. Get the children to partner up. The partners will get the props they need for their "demonstration". Partners will take turns photographing each other demonstrating their actions. You will supervise with the camera. Depending on the group, you may choose to be the sole photographer.



7. Develop these pictures, or print them from home.
8. The following week, bring in the photos, and get your piece of poster-board. At the top, create headings with two columns: Clean & Unclean.



9. Have the children take turns pasting down their photos under the appropriate heading.
10. Attach finished poster to wall.

Lesson 7: Skit of the Prophet Muhammad ﷺ

The Neighbor who threw garbage on him

Purpose: To perform the story of the Prophet ﷺ and the neighbor who threw garbage on him. You may instead choose to work with the general theme of the story, and create a modern-day version with familiar characters.

Materials: Props, costumes

This skit will need to be scripted by the teacher, and practiced during several class sessions.

Alternatively, you could script this in a modern day context like high school.

That thing on your head

Characters:

Zainab
Rosalina
Mary
Nellie
Nurse
Nellie's mom

Scene 1

Zainab walks down the hallway, passes two girls on left. They look at each other and decide to approach Zainab at her locker.

Rosalina: Hi.

Zainab: Hello.

Mary: What's your name.

Zainab: Zainab. And yours?

Mary: I'm Mary and this is Rosalina.

Zainab: Nice to meet you.

Rosalina: *So, uh, we've been wondering...why do you wear that thing on your head?*

Zainab: Oh, my scarf? I wear it because I have this rare skin disease that makes my head purple during the day.

(Girls look at each other, embarrassed)

Zainab: Just kidding, I wear it because I'm a Muslim.

(They all laugh. The bell rings)

Mary: That's funny.

Zainab: See you...

Rosalina: Yeah, see you later.

Scene 2

The three girls walk to the cafeteria. They sit down at a table and open their lunches. They begin to chat. A fourth girl walks up. She knows Rosalina and Mary.

Nellie: Hey Rosalina, why is your new friend wearing a towel on her head?

Rosalina: Nellie, her name is Zainab, and that is not a towel, it is a headscarf, and she wears it for her religion.

Nellie: Well I think it's weird.

Nellie walks away. The girls look at each other, kind of shocked, but then get back to talking. After lunch, Zainab goes to her locker. She opens it, and trash falls out. Zainab takes a step back and looks at the trash. Notices it's the same paper bag as the one Nellie brought to lunch. Picks it up and throws it away. Nellie is watching from around the corner...and snickers to herself.

THE NEXT DAY

Scene 3

Zainab and her two new friends walk to their lockers with their book bags in tow. Zainab opens her locker, trash falls out again. Mary walks up.

Mary: OMG, Zainab, do you need a trashcan?

Rosalina: Hey, these look like the candy wrappers from Nellie – remember her Dad came back from Switzerland and brought back all that awesome chocolate?

The three girls continue picking up.

Zainab: Don't worry about it you guys, let's just get to class.

THIS CONTINUES FOR THREE MORE DAYS...

Scene 4

Zainab walks to locker. Opens it. No trash falls out. She stares into her locker. Rosalina walks up to her.

Rosalina: No trash today? High five Zainab!

Mary walks up.

Zainab (looking concerned): Is Nellie here today?

Mary: So you guys, guess what? My mom just told me on the way to school that Nellie broke her leg in a car accident. She's in the hospital.

Rosalina: Good. Now you can have a clean locker.

Zainab: No. This is not good. We should go visit her.

Rosalina: But Zainab, she's so mean to you. Why do you want to visit her?

Zainab: Because she's been in an accident. Wouldn't you want someone to visit you if you were hurt?

Rosalina: Yeah...I guess...

Mary: I don't think I can come. I've got band practice after school and then we have to go to my brother's soccer game.

Zainab: Okay – see at lunch.

Mary, Rosalina: Bye...bye...

THAT EVENING

Scene 5

Nellie is laying in a hospital bed. A nurse comes.

Nurse: You have a visitor.

Zainab enters holding a flower & balloon. Nellie tries to adjust herself in bed.

Zainab (smiling): Hi Nellie.

Nellie: Hi.

Zainab: Sorry you hurt your leg (she puts the flowers and balloon on the table).

Nellie: Thanks. How did you know I was here?

Nellie's mom walks in as Zainab is in mid-sentence...

Zainab: (laughing) Well, I noticed that your Swiss chocolate candy wrappers weren't in my locker today.

Nellie: (smiles, uncomfortably).

Zainab: Well, I better go. My mom is waiting for me downstairs. I really hope you feel better.

Nellie: Thanks. Bye.

Nellie's mom: Who was that?

Nellie: A girl from my school. I think her name is Zainab.

ONE WEEK LATER

Scene 6

At the breakfast table. Nellie's house. Nellie is in a hijab-y outfit.

Nellie's mom: You want to tell me about your outfit?

Nellie: I'm wearing this for twins day at school. Zainab and I were assigned to be "twins" for spirit week. We talked and picked out our outfit together (smiling).

Nellie's mom: Well have fun. Oh, is this yours? (handing an envelope over to Nellie)

Nellie: Yes! Thank you! I almost forgot...

Scene 7

Back at school, Zainab, dressed just like Nellie, walks to her locker, opens it. She notices an envelope and picks it up. Opens the letter and reads it aloud.

Zainab: "Dear Zayab. I'm so embarrassed for what I did to you. Thank you for the flowers. They were so pretty. I love the outfit we picked out together for twins day. Friends?"

Zainab lowers the letter, turns towards the audience and repeats, smiling...

Zainab: Yeah, friends.

Lesson 8: Collage of Prophet Ibrahim ﷺ and the Idol Worshipers

Purpose: To create a group paper collage of Prophet Ibrahim's ﷺ confrontation with the people, destruction of the idols, and experience in the fire.

Materials: This can be done in a variety of ways. You could make a torn paper collage with colored construction paper; or, you could cut out pictures from magazines to represent idols (here you would have a short discussion about what people today worship other than Allah ﷻ such as movie stars, money, self, etc. Cut out pictures of those things and put them in the temple). You may paste the scenes onto separate pages, or divide a long piece of easel paper into four main sections.

1. Explain: "Before we begin with the collage, we will need to break the story into parts. What are the main events that took place in this story?" Take answers from the children. "Number one: Prophet Ibrahim urges the people to stop worshipping idols and they don't. Number two: Prophet Ibrahim goes to the temple to break the idols. Number three: The people confront Prophet Ibrahim the next day and decide burn him in a fire. Number four: Prophet Ibrahim does not burn, and is found sitting peacefully in the place where the fire used to be."
2. Break the children into four groups. Count off by fours.
3. Explain that the 1's are going to work on the first section of the story, the 2's the second, etc...
4. Supply the children with the materials they will need (either construction paper & glue sticks, or magazines & glue sticks).
5. Review the sections with the children so that each group knows which section they will be recreating on paper. You will show them a model of what they're aiming for. You can also use the pictures included with this lesson. Explain that at the end, we will bring all the sections together. Be sure to leave some room at the bottom of the scenes in case you or the children wish to write what's happening in each scene.



Lesson 9: Battlefield Depiction of Khaibar

Purpose: To introduce Imam Ali عليه السلام in the Battle of Khaibar via model of a battlefield.

Materials: Large piece of flat cardboard or foam board; little soldiers or small wooden skittles to represent fighters; clay or balled up brown construction paper to represent hills, etc; spray glue; craft glue; cardstock for door and little cut-out dhulfiqar for Imam Ali عليه السلام; little palm trees; cardboard or columns from fortress walls

1. Explain that we are going to make a battle scene.
2. Bring materials to center of circle.
3. Draw a line to demarcate areas ("this over here will be the fortress wall; this can be the fertile area with the palm trees" etc).
4. Bring materials from bags and begin constructing scene with the children. Some can be responsible for the soldiers, others for the wall, others for the little details.
5. Before everyone begins construction, take from your bag a pre-made representation of Imam Ali holding dhulfiqar. He will be dressed differently, and will stand out from the other figurines by holding the sword (perhaps embellished with silver glitter) and a small veil over his face. Here you can explain that we never fully depict the Prophets and imams (masoomeen).
6. Construct scene as a group.

Lesson 10: Chutes & Ladders/ Fire & Garden Board Game

Purpose: To create a game board similar to Chutes and Ladders that teaches akhlaq. Some actions take one “down”; others “elevate”.

Materials: A Chutes and Ladders board game – either an old one you can reconstruct, or a photo copy of the game. Pre-cut little paper squares the size of the squares on the game board; thin line markers; Islamic magazines to cut up; spinner.

1. Explain that you are going to make a board game called “Fire and Garden”.
2. Bring out the board game. “Have you ever seen this game? Today, we are going to change things around a little.”
3. Talk about the images. “What are the children doing on this board? Can we think of some other actions that could take us to Jannah? And what about Jahannum? Okay, save your ideas.”
4. Bring out the plain paper squares, and show the children an example of a completed square. It may have a hand-drawn action such as a child praying, or an image taken from a magazine and glued onto the square.
5. We’re going to look through these magazines and find images of good actions, and bad actions. We could also draw them. When we are done, we will glue them down onto the board. I also need someone to draw a picture of a garden, and someone to draw a fire. When we’re done with the squares, we will paste them directly on top of these game board squares. Decide which images of the board game you wish to cover with the new squares.
6. Glue down the new squares.
7. Explain that if there’s time after lunch, the children can play. The board game will stay on the classroom shelf for future use during community events/free time.

Lesson 11: Compassion Go-Together Cards

Purpose: To draw and represent acts of compassion on “go-together” cards.

Materials: Cardstock cut into 3x3 inch squares, pencils, fine-tipped Crayola colored markers, container to hold the cards afterwards, clips to hold each stack of cards together, colored dots to affix to back of cards (ex., red stickers for “before” set, blue stickers for “after” set).

1. Give the children an example of something you witnessed another person do to help someone in need (a child, an old person, etc.).
2. Remove two cards from the stack. Explain, “I want to make a picture of what I saw before (for example, a child crying with a cut finger) and what I saw after (someone putting a bandaid on it)”.
3. “Here I’m going to draw a picture of the little boy with a cut finger. On this other card, I’m going to draw a picture of a hand putting a bandaid on it”.
4. Make the drawings: “If I am having a tricky time with one of my drawings, I can ask a friend or a teacher for help. I will use pencil first, in case I need to erase. Then I will color it in with markers.”
5. “Now I will take a blue dot sticker and put it on the back of my ‘before’ card. I will put a red dot sticker on the back of my ‘after’ card.”
6. Hold up the two cards to show the children.
7. “Now it’s your turn to think of something you’ve seen draw it. Remember, one card is for what you saw first, and the other card is for what you saw next. Here are some supplies. Remember to put sticker dots on the back. When you’re done, put your ‘Before’ card in this stack, and your ‘After’ card in this stack. At the end we will hold each stack together with a clip, and let the work rest in this container/on this tray. We will keep this activity on the shelf for anyone who might want to use it.”

Lesson 12: Characteristics of a Muslim

Purpose: To have a group discussion about what it means to be “fake” and what it means to be “real”.

Materials: A bunch of fake flowers. A bunch of real flowers (something with a pleasant smell...roses, daylilies...). Two large vases with one bunch in each. Have enough stems of real flowers to distribute one to each child at the end of the lesson.

1. Without talking, remove one stem from the fake bunch. Look at it, smell it, touch it. Pass it around the circle. When it comes back to you, replace it in its vase.
2. Remove one stem from the real bunch. Repeat as with step 1.
3. Now ask, “what did you notice about these two flowers?” Take answers from the group (“remember to raise your hands”)
4. Respond to the responses: “If you were a flower, which one would you like to be, and why?”
5. “Can you think of a time when you were afraid to tell the truth, but did it anyways?”
6. Keep the discussion going, being sure to bring it back to the original discussion about Islamic manners/characteristics: “Allah ﷻ always wants us to be real, and to tell the truth. Others like to be around those whose manners are beautiful. Isn’t that right? Let’s try to be like these flowers. I have one for each of you to take home.”
7. Distribute flowers. You could say something like, “thank you for telling the truth” as you hand them out.

“I can tell this one is fake. Its leaves are too perfect, unlike real flowers. It only has one flower on it. It doesn’t have any buds. It’s stem feels plastic.”





“I can feel the realness in its stem. I can see that all the leaves are unique and different. It has more than one flower. It looks like a real flower. It smells real...It feels...the buds feel wet, like there is something growing in them. “

Lesson 13: Kindness to Animals

Homemade Birdfeeder

Purpose: To develop the child's connection to and love for nature. A birdfeeder will invite the child to observe nature from a window, or in his/her backyard.

Materials: Newspaper, pine cones, peanut butter, spreader, bowl of birdseed, string, paper bags.

1. Do you have any animals at home, or in your backyard? How do you take care of Allah's ﷻ creatures?"
2. "In the winter, not all birds migrate or travel to warmer places in the world. Many stay here. It must be difficult to find worms when the ground is so hard from the cold. What do you think?"
3. "Today, we're going to make birdfeeders. But first, we'll need to go outside and collect some pinecones. I'll tell you why when we get back. For now, just try to find a pinecone that you like. "(The teacher may instead choose to come to class with a bunch of pinecones she's already collected).
4. Back inside, bring the children to a newspaper-lined table. Bring out the bowl of birdseed, the nut butter with spreader, and the string.
5. Demonstrate how to attach the string.
6. Next, spread peanut butter all over the pine cone.
7. Finally, roll the pine cone in birdseed.
8. The child may bring her birdfeeder home in a paper bag, labeled with her name on it. You could also have the children hang their feeders on a tree at the Islamic Center.

Lesson 14: Imam Hussain ibn Ali عليه السلام

A Flag of Allegiance

Purpose:

- To create an opportunity for the children to participate in the Muharram programs. The flags, armbands, and headbands can be used during the youth procession and Noha portion of the programs in the first ten days of Muharram.
- To convey the seriousness of pledging one's allegiance to Imam Husain عليه السلام.

Material: Drop cloth, black felt cloth, glitter glue, black fabric, thin wooden dowels from a hardware store, craft glue, pencils, sheets of paper.

*This project may require the assistance of another adult or two, depending on the size of your class.

1. "Today, we are going to make flags, headbands, and armbands to wear during Muharram".
2. "When we write the words, 'Ya Husain' on these flags and bands, it means we are pledging our allegiance to him. It is very serious. These flags and bands will be our pledge. So be sure to handle them with care when you are not using them. Store them in a clean, safe place. And remember: every time you put one on, you are pledging your allegiance to Imam Husain عليه السلام."
3. The teacher invites everyone to sit on the drop cloth. She brings out pre-cut strips of black cloth for the headbands, and large pieces of black felt for the flags.
4. The teacher invites the students to choose what they want to make: an arm band, a head band, or a flag.
5. After the appropriate material is distributed, the teacher will model the process by making a flag or band of her own.
6. She applies the glitter glue carefully and slowly.

7. "Now it is your turn. Choose the color(s) you want to use. You may use more than one, but only one at a time. Also, think about what you want your flag or band to look like before you begin. Once you've applied the glitter glue, that's it. You may want to practice your design on a piece of paper, first. Here is some paper and pencils."
8. After the children have finished, designate a drying area. This may be a rack, a shelf, or a spot on the drop cloth. Be sure to gather all the items at the end of the day and hand them out to the children the next time you see them.

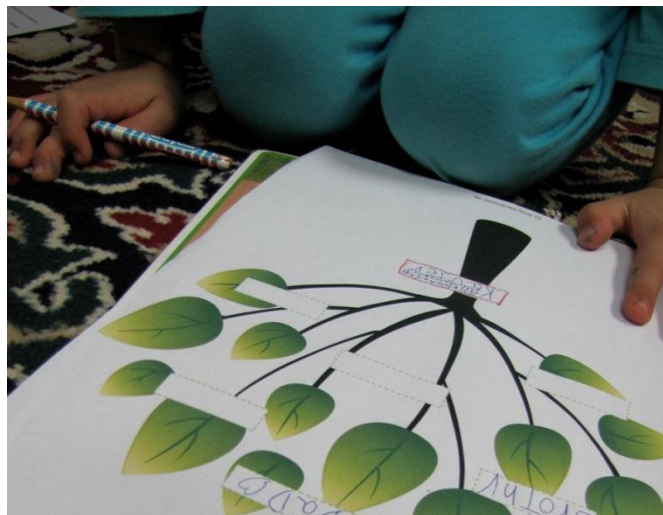


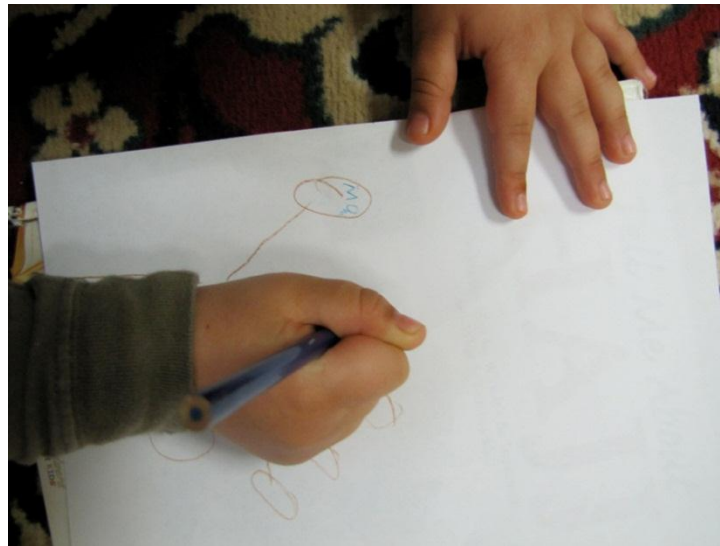
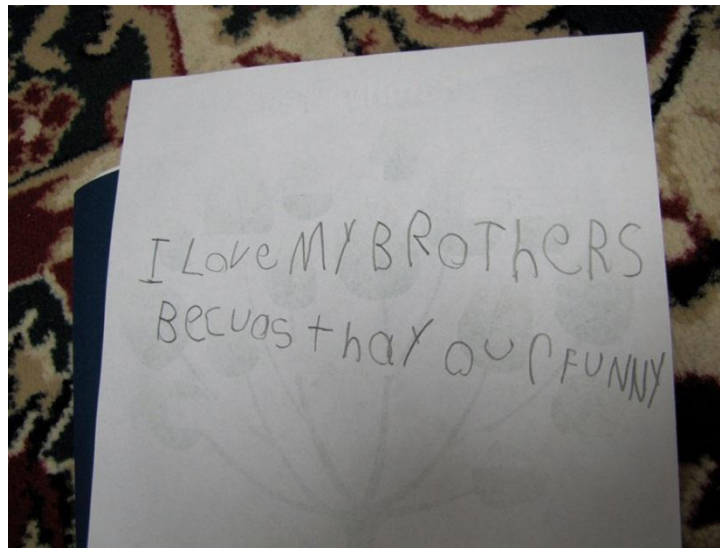
Lesson 15: I am a Muslim

Purpose: To underscore the importance of family relationships in Islam, the children will create their own family trees.

Materials: Unlined paper, colored pencils, family tree template (you can find free, printable trees on the internet).

1. “We’ve talked about how important it is for us as Muslims to love our friends and family. To help us remember our families, we are going to make a family tree. Does anybody know what that is? (Take answers from the children).”
2. “What are the different parts of a tree? Yes, and leaves are attached to what? Branches. Leaves are born from branches. If you were a leaf, who would be your branch? Yes, your mother!”
3. “I have a picture here of a family tree. Where do you think you want to put your name? What about your mother, father, sister, brother...”
4. “After you have finished your family tree, turn the paper over, and write something about somebody on your tree. Anybody you want.”
5. At the end of the lesson, if there’s time, you may invite the children to share their work with one another.





Lesson 16: Do Good

Sadaqah Jars

Purpose: To create and provide a concrete daily means for offering sadaqah.

Materials: Jam jars, glue, tissue paper (various colors), glitter glue, paint brushes.

Before class:

Cover the table with newspapers or some other disposable layer. Mix glue with a little bit of water in several bowls. Make sure you have enough paintbrushes. The glue solution can be applied to the jar before and after the tissue paper is attached. Cut or tear pieces of paper into smaller squares and arrange the pieces in baskets or bowls for the children to use. Arrange these materials on the table before the children arrive.

1. “Have you ever had a time when you felt grateful to Allah ﷻ, but didn’t know how to thank Him? What about when you did something wrong and you wanted to make it good again?” Here, let the children share personal examples.
2. Today, we are going to make something called a ‘Sadaqah Jar’. Can anyone tell me what ‘sadaqah’ means? ‘Sadaqah’ means charity, or to give a gift. Allah tells us in the Qur’an,

If you give sadaqah openly it is good, and if you hide it and give it to the poor, it is better for you. It will remove some of your bad deeds, and Allah is aware of what you do (2:271)

3. “Do you save money? What do you save it for? Today we are going to create a ‘Sadaqah Jar’. You can keep your sadaqah money in it, and place the jar somewhere in your home.”
4. Demonstrate by painting a little glue on the jar. Attach the tissue paper. Paint over the tissue paper as well, so as to smooth down any corners or edges.
5. Invite the children to choose a jar. Allow them to begin once everyone has chosen some tissue paper squares and a paintbrush.
6. Once the jars have dried, the children may choose to write or design with a glitter glue pen.



Lesson 17: The Muslim Student

Fabric School Bags

Purpose: To create a containment area for the student's books and supplies.

Materials: Plain canvas bags from online discount school supply store; fabric paints; drop cloth.

1. "To help you succeed in remembering your notebooks, pencils and other school supplies, we are going to make school bags. Each person will design his/her own bag to transport back and forth to weekend school."
2. Spread out the drop cloth. Hand a bag to each student, and lay out a variety of fabric paint tubes. You should have several tubes of each color (depending on the size of the class).
3. Carefully demonstrate how to use the paint tubes. Design a simple flower or write a word on a scrap piece of fabric.
4. "Remember to take your time and think about how you want to design your bag before you begin. Once the paint is down it won't come off."
5. "I am available to help you write and sound out words."
6. Once the bags are complete, they should be hung up in a designated area to dry.



