

Building the Five Pillars of Islam – an extended topic	Year Group: KS2	No. of lessons: 1 term
Learning objectives: <i>This theme aims to cover most of the main learning objectives in the Agreed Syllabus for KS2 Islam.</i>		
Themes to discuss: <i>See individual sections</i>		
<p>Activities and experiences:</p> <ul style="list-style-type: none"> • Talk about what a pillar is for in a building and any buildings pupils know with pillars. Create a display of five blank pillars holding up a roof. As the topic progresses each pillar can be given its rightful name and appropriate work or photographs attached to it. Pupils can also make their own mini versions, ready to fill in. Talk together about what you might put on the pillars if they were the pillars of your own life – who are the special people and what are the special events / things that mean a lot to you? How many pillars would your own building have? You may like to create this diagram also. <p>SHAHADAH (1st Pillar)</p> <ul style="list-style-type: none"> • Hear the story of Muhammad (pbuh) and his messages from Allah. Look carefully at a Qur'an and discover its origins and importance as sacred scripture and the words of Allah etc. Hear the Qur'an being read. Discover how the precious words of the Qur'an are used in beautiful artwork and architecture. Carefully copy a short sentence in Arabic or make calligrams for something special to you (in English) in imitation of the Arabic style. • Hear the Shahadah (statement of faith and first pillar). Show a tasbeeh (prayer beads) with either 33 or 99 beads and understand that Allah is so wonderful he has 99 titles or names mentioned in the Qur'an (and that still isn't enough to describe Him). (The beads are used to help Muslims recollect the names.) Look at a list of the 99 names and select some of the ones you like the sound of the best. Use a dictionary to work out what the name means and record what you have found out about Allah on the first pillar of the display (perhaps in the shape of the beads?). Hear some Muslim stories and discuss which of the aspects of Allah they demonstrate. Make your own personal chains of beads, listing your good qualities (it might be nice to make these for each other, as in "star for the day") or make one for a person you admire – then compare this with Allah's list – you still have a lot to live up to! <p>HAJJ (5th Pillar)</p> <ul style="list-style-type: none"> • Hear how Muhammad (pbuh) made Makkah the centre of the Muslim faith by entering the city and cleansing the Ka'bah of idols. Look at photographs of the Ka'bah and hear how it is believed to owe its origins to Adam, Abraham and Ishmael whose stories are in the Qur'an. Understand how all Muslims wish to undertake a pilgrimage to Makkah (Hajj) at least once in their lifetime. Compare with any "once in a lifetime" journeys the pupils have made or want to make – how is this different? Research the Hajj 		



from textbooks and websites and create simple guidebooks for pilgrims: the location of Makkah; what to wear; the route to take; the importance of the different sites and their stories; what to do at each site include a prayer for a Muslim to use on Hajj. Alternatively write and illustrate a set of postcards that a Muslim might send back as he or she undertook the various stages of the Hajj, empathising with their feelings and excitement. Look at some photographs of houses pilgrims have decorated after they return from Hajj (e.g. at <http://www.romanviridi.com/nile/>) and talk about why they might want to share their journey in this way. Remember how millions from all nations come together on Hajj.



SALAH (2nd Pillar)

- Look again at photographs of the Ka'bah in the Great Mosque showing Muslims praying. Look also at the Great Mosque itself with its minarets. Understand that Muslims pray not just on Hajj, but five times a day, facing the Ka'bah from wherever they are in the world. Remember how the Muslims wore ihram for the Hajj and think about getting ready for something special. How do pupils prepare for special things in their lives – trips, tests, parties? When are you expected to be “spotless”? It is even more important for a Muslim to get ready to pray to Allah – they need to feel they are right in body but also in their hearts / spirit.
- Look at photographs or on-line tours of mosques and discover the features they have in common especially the mihrab and the minarets, understand that this is a special clean place set aside for the worship of Allah. Hear the Adhan and follow through the steps a Muslim undertakes as they answer the call to prayer – Wudu to cleanse the body and the heart and then the ritual prayer positions of Salah. If you know your class would respond sensitively, allow them to imitate the different stances for prayer asking them to hold the position and try and describe how they feel – but you may just have to talk about this (this should link with ideas of vulnerability, trust, submission , praying in community as an expression of brotherhood). Note the helpful videos at

<http://www.cleo.net.uk/resources/index.php?ks=2&cur=15>



- Look at a photograph of the five (or six) prayer clocks from a mosque; use a website to find out the five times of prayer in your own locality. Contrast the pattern of a Muslim's day to the pattern of pupils' own days – how would things be different if they were Muslims? .Construct your own set of five clocks with moveable hands. Set the hands to five spaced points in the school day. For the rest of the duration of the topic, on the days when you have RE, stop whatever you are doing for one minute of reflection and quiet (perhaps play the adhan again or suitable music) to remind pupils of the five prayer times. Remember to

adjust the clocks each week. At the end of the topic consider how helpful people found those personal quiet moments.

- Consider what Muslims might do if they cannot get to a mosque to pray at the right time. Investigate Muslim compasses and prayer mats. Use the compass to find the direction of Makkah and the Ka'bah and label the wall of your classroom appropriately (perhaps even construct a mihrab shape). Look at the special design of prayer mats with their echoes of the mihrab and design your own.

RESPONSIBILITY (Khalefah) and ZAKAT (3rd Pillar)

- Consider the idea whether prayer is enough or are actions important too. In our own lives is it our words or our actions which people remember – or do they need to match up? Talk together about what deputies do (deputy head, deputy sheriff). Whose deputy would they like to be? Allah has made mankind his deputy on earth – what kind of things would Allah's deputy have to do? (care for the planet, care for the poor). Read the Muslim story of Creation (copy in this booklet)
- Collect items from the news etc to decide whether people are doing well at being Allah's deputies on earth (see Eco issues, charity materials on poverty etc) the answer is probably going to be "no"....
- Talk about charities you like to support in school, work out how much is collected each year. Then understand that all Muslims give 2 ½% of their income to the poor each year as Zakat. Work this out in terms of personal pocket money over a year. How much pocket money do you actually *need*? Understand that for Muslims they do not just give a way a percentage of pocket money, but of all their income or of the animals they own etc. The money is used to support hospitals, schools and poor Muslim families throughout the world e.g through the Red Crescent Society (equivalent of the Red Cross).
- Discuss – are there right and wrong ways of using money? Make lists of your suggestions. Who are the people in our society who need help?

SAWM (4th Pillar)

- We have just been thinking about helping the poor, but Muslims go further and once a year suffer like the poor by fasting in the holy month of Ramadan. Talk about what you would find it difficult to give up if you had to (chocolate, TV?). You may like to link with the Christian idea of Lent and compare with the much more strict Ramadan which means no drinking, eating or smoking between dawn and sunset. List together all the things a Muslim child might find difficult about coming to school in Ramadan. What would teachers and friends need to look out for? Find out what other special things Muslims do at Ramadan.
- Find out about some of the foods the Muslims use to break the fast, or to celebrate Eid – try some (e.g. dates)! Learn and use a Muslim blessing over food e.g. "Bismillah-ir-Rahman-ir-Rahim" ("In the name of Allah, the Merciful, the Compassionate").
- Find out about Muslim food laws (halal). Look at food packaging or school lunch menus to find what could be eaten by Muslims. (If a Muslim did know exactly what was in a product they would probably refuse it, just in case.) Interview the school cooks to

see if Muslims would be able to eat today's lunch. (As well as obvious foods such as lard any unspecified "animal fat" would be avoided in case it was pork, anything containing gelatine (marshmallows, cake fillings, yoghurts, etc.) or alcohol containing flavours (vanilla, cider, etc). Items such as mouthwashes also contain alcohol.)

- Use you knowledge of Ramadan and the food laws to plan a Muslim style Eid party to finish your Islam topic. For recipes try sites such as: http://www.geocities.com/mutmainaa/rec/rec_index.html <http://www.angelfire.com/ab3/muslimfamily/recipe.html> http://www.zawaj.com/recipes_main.html

Websites and resources:

SHAHADAH: Hear and see the Qur'an at http://www.islamicity.com/mosque/arabicscript/Ayat/1/1_1.htm or <http://quranexplorer.com/> some examples of Muslim calligrams at http://en.wikipedia.org/?title=Arabic_calligraphy but also use Google Images. 99 names of Allah on many different sites – and you may find differing translations of them into English try http://en.wikipedia.org/wiki/99_Names_of_God Hear the Shahadah at <http://livinghalal.blogspot.com/2006/10/shahadah-testimony-of-faith.html> For some Muslim stories try <http://al-islam.org/gallery/kids/Books/bilal/index.htm> and <http://www.sln.org.uk/storyboard/l5.htm>

HAJJ: For Hajj you may like to use parts of the very helpful video "In Mecca" from www.zain.madressa.net/multimedia.htm - this is designed for adults, but it is really good. See the web pages of this booklet for additional suggestions of websites.

SALAH: For sets of Wudu and Salah pictures or diagrams see particularly the CLEO website (above) and <http://www.strath.ac.uk/Departments/SocialStudies/RE/Database/Graphics/Artefacts/IAfacts.html> Hear the Adhan at <http://www.islam4schools.com/adhaan.htm> There is a design a prayer mat game at <http://www.islam4schools.com/prayermat/main.html> or Google some photographs. Find local prayer times at <http://www.islamicity.com/PrayerTimes/>

ZAKAT: *see general websites page 20*

SAWM: You may quite like the idiot's guide to Ramadan on the BBC site at http://www.bbc.co.uk/birmingham/content/articles/2005/09/27/idiots_guide_to_ramadhan_faith_feature.shtml

Why not try this nourishing milk drink – Muslims will have this, or something similar, before going to the mosque for early morning prayer:

Sheer Kuma or Seweea

2 pints milk
 4 dates
 2 teaspoons coconut
 (You can add sultanas or saffron or other flavourings to vary the taste)

Sugar to taste
 1 ½ teaspoons fine vermicelli
 2 teaspoons chopped nuts

Chop the dates as finely as possible. Break the vermicelli into small pieces. Boil the milk in a pan then add dates and vermicelli and simmer over low heat until cooked. Stir in other ingredients. Probably best eaten in bowls as is quite thick for a drink!

For Info: Difficulties faced by Muslims living in non-Muslim communities

For a committed Muslim, life in a non-Muslim community can be full of difficulties, embarrassments, and obstacles to the practice of their faith. The table shows some of the most obvious problems they will face:

Belief and Practice	Examples of Problems experienced
Muslims do not eat pork or food containing pig fat. Animals killed for meat should have their throats cut and be prayed over (i.e. by the halal method).	Most animals killed in this country for meat are killed by electrocution – Muslims cannot eat this meat. Many foods contain animal fat - bread, biscuits, chocolate, ice-cream, soup, oil for frying etc – so Muslims must check lists of ingredients on food packaging carefully before they buy. Muslims find it difficult to eat with non-Muslims when they don't know where the food has come from. This can include school dinners.
Muslims do not drink alcohol and should not be in a place where it is being served.	This can make it difficult to socialise with non-Muslim friends
Muslims pray five times a day	Muslims need a quiet and clean place in which to pray. This includes washing facilities. Some employers are not sympathetic if Muslims wish to stop work to pray. However,

	prayer times are relatively flexible, and largely fall in the natural breaks of a working day.
Friday Jumah prayers	Friday is not a day off, but Muslims like to attend the mosque for the extended midday prayers with sermon. This can cause timing problems depending on the distance of the mosque etc.
Ramadan Fast – a strict fast which means no food or drink is taken during daylight hours.	The time of year for Ramadan varies as the Muslim calendar is a lunar one. If the fast falls in the height of summer, there may be only four hours a day during which a Muslim could eat. The fast can cause irritable behaviour, feeling faint and disturbed sleep patterns. It will often make it difficult for people to work as usual during the day.
School – Muslims prefer that boys and girls should be educated separately when they are over the age of ten.	There are three main problem areas for Muslims in school: <ul style="list-style-type: none"> • Most secondary schools are co-educational and do not separate boys and girls in their classes. Muslims prefer to send their daughters to an all girls schools if they can. • Muslim girls are expected to wear hijab, which means that only their face and hands should be showing. School uniforms are not designed like this, and there are particular problems connected with PE. Wearing trousers may be acceptable for everyday uniform, and cover all track suits for all PE. Swimming should not take place in mixed classes. Communal showers are entirely inappropriate. • Muslims do not believe sex education is appropriate in class, especially mixed classes. The apparent condoning of homosexuality and sex outside marriage, when relationships are discussed openly, are seen as inherently wrong.
Medical treatment and hospitals. Muslims would always wish to be treated by a doctor of the same sex.	There can be particular problems in giving birth – most gynaecologists are male in this country. If a Muslim dies in hospital, the family will expect to be with them as they die, and take them away immediately for washing, prayers and burial. This does not conform with the normal hospital "red tape".