

About the Unit

This unit introduces the children to an established form of worship, dua. They will discover what dua is and how it helps us to remember Allah and that Allah is the one who we turn to for help. Children will learn a series of supplications and remembrances in Arabic and English.

Expectations At the end of this unit

Where the unit fits in

This is the first unit of the series and establishes what dua is and what it means to a Muslim. Subsequent units build upon the one before. This unit can either be taught in a single block of approximately 6-7 weeks or can run concurrently alongside other units.

Most children will:

Know what dua is and have memorised most of the supplications in Arabic and learned what the meaning of each dua.

Prior learning

Children should be aware of who Allah is and why we ask Him for assistance. Children may be asked to contribute to discussions, so certain manners/skills are expected, such as taking turns to speak and listening to others.

Some children will not have so much progress and will:

Have memorised some of the supplications (the shorter ones) and have an idea when to say them.

Vocabulary

Allah, dua, call, ask, protect, thanks, guide, reward, peace, worship, prayer, help, guide, praise, Shaytan, devil, jinn, angels.

Some children will have progressed further and will:

Memorised all of the supplications in Arabic and their meanings in English. They will also know the benefits and blessings of some/all of the supplications they have learned.

Resources

- My Dua Book 1 by Abu Haneefa
www.prosyst3ms.co.uk
- Teacher's Dua record by Abu Haneefa
www.prosyst3ms.co.uk

(Web links valid as of June 2009.)

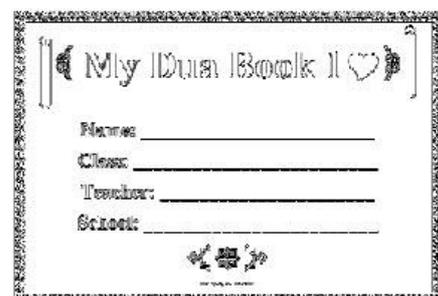
Related NC links: R.E.

- 1.b name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate
- 1.c identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives
- 1.e identify and suggest meanings for religious symbols and begin to use a range of religious words.
- 2.a reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness

Future learning

Children should go on:

- To use the supplications and remembrances at the appropriate times in their daily lives.
- Study the next Dua unit in Key stage 1 (Year 2).



Learning objectives	Possible teaching activities	Learning outcomes
<p>Who can we ask help from?</p> <p>Familiarise with the Dua book.</p>	<ul style="list-style-type: none"> ▪ Circle time: discussion. When we need help for/with something in our homes, who can we ask help from? Help with getting ready for school, bringing us to school, etc. (Mums, dads, grandparents, siblings, other relatives, etc.) If we feel lonely, sad, etc. Who can we call? Again, our parents and relatives, etc. But there are sometimes that even those people can't help us. Who is the only one who can help us every time and everywhere? (Allah.) The Prophet (peace be upon him) would constantly remember his Lord, asking help and assistance in all matters, big and small. ▪ Inform children we are going to learn a few dua, during the course of this unit, explain the method we will take, i.e. look and read the dua, then learn collectively, then colour and learn individually. Once we have learned a dua and its meaning, we can tick it off on our charts. Children can fill and colour in the front cover. 	<ul style="list-style-type: none"> ▪ Identify what dua is. ▪ Understand who we make dua to and why.
<p>Understand why we recite the 'ta-awwuz'.</p> <p>Learn and understand the meaning of the 'ta-awwuz'.</p>	<ul style="list-style-type: none"> ▪ Circle time: Discuss with the children who the greatest enemy of man and Allah is? (Shaytan/Iblis [Satan]). Explain that the Devil can't really harm us, he just whispers thoughts in our head and tries to make us do bad things, like getting angry, or saying bad words, etc. Whenever we feel like doing these things we should ask Allah to protect us from the Devil and his evil whisperings by saying the 'ta-awwuz'. Show the children an enlarged copy of the Dua book and recite the 'ta-awwuz' together. Discuss different times we might recite and why. Write them on the board or flipchart. ▪ Using their dua books, children read the 'ta-awwuz' and understand why we recite it. Children trace their finger over the letters as we learn and recite the dua together. Once children are familiar they can then colour and learn the dua individually. ▪ Once they learned the dua and the meaning, the children can tick them off on their charts and the teacher/parent can tick them off on their record sheet. 	<ul style="list-style-type: none"> ▪ Be able to recite the 'ta-awwuz' at the appropriate time. ▪ Understand what they recite.
<p>Understand why we recite the 'basmallah'.</p> <p>Learn and understand the meaning of the 'basmallah'.</p>	<ul style="list-style-type: none"> ▪ Circle time: Talk with children about what we say before starting important things, e.g. reading Qur'an, eating, drinking, etc. We say the 'basmallah'. Brainstorm examples on the board or flipchart. Looking in the enlarged Dua book, find the page where the 'basmallah' is, recite and trace over the letters with your finger, children copy by tracing in the air. ▪ Children read the 'basmallah' in their dua books and understand why we recite it. Children trace their finger over the letters as we learn and recite the dua together. Once children are familiar they can then colour and learn the dua individually. ▪ Once they learned the dua and the meaning, the children can tick them off on their charts and the teacher/parent can tick them off on their record sheet. 	<ul style="list-style-type: none"> ▪ Be able to recite the 'basmallah' at the appropriate time. ▪ Understand what they recite.
<p>Understand why we say the 'salam'.</p> <p>Learn and understand the meaning of the 'salam'.</p>	<ul style="list-style-type: none"> ▪ Circle time: Explain to the children that the Muslims have a special way of greeting each other, ask if anyone knows this. (The Salam.) Discuss what it means and its virtues and we should spread the Salam, e.g. you are safe from my harm – it's the greetings of the Angels – the angels will greet us with the salam when we enter Jannah, inshallah. ▪ Children read the 'salam' and understand why we say it. Children trace their finger over the letters as we learn and recite the dua together. Once children are familiar they can then colour and learn the salam individually. ▪ Once they learned the salam and its meaning, the children can tick them off on their charts and the teacher/parent can tick them off on their record sheet. 	<ul style="list-style-type: none"> ▪ Be able to say the 'salam' at the appropriate time. ▪ Understand what they recite.
<p>Understand why we reply to the 'salam'.</p> <p>Learn and understand the meaning of the response to the 'salam'.</p>	<ul style="list-style-type: none"> ▪ Circle time: Ask the children what we say in reply to 'As Salamu Alaykum'. (Wa Alaykum as Salam.) Mention to the children that this is the right of a Muslim that we reply to his or her salam, discuss the kind of good feelings this brings to us. ▪ Children read the response to the 'salam' and understand why we say it. Children trace their finger over the letters as we learn and recite the dua together. Once children are familiar they can then colour and learn the response individually. Children can then practise both the salam and its response with a partner. ▪ Once they learned the response to the salam and its meaning, the children can tick them off on their charts and the teacher/parent can tick them off on their record sheet. 	<ul style="list-style-type: none"> ▪ Be able to respond to the 'salam'. ▪ Understand what they say.

<p>Understand why we say 'Ja-za-kallah khair'.</p> <p>Learn and understand the meaning of the 'Ja-za-kallah khair'.</p>	<ul style="list-style-type: none"> ▪ Circle time: Discuss what we say when someone is good to us. We thank them, but in Islam we thank them in a special way, we ask Allah to give them a good reward and the best reward is Paradise. Discuss with the children the importance of giving these special thanks and relate it to how they would feel if they helped someone and that person was to say this special dua for us. ▪ Children could further their discussion about giving thanks by examining the hadith: "Whoever does not give thanks to the people does not give thanks to Allaah" (a saheeh hadith narrated by Imam Ahmad, 2/258). ▪ Children read the dua of saying 'Ja-za-kallah khair' and understand why we say it. Children trace their finger over the letters as we learn and recite the dua together. Once children are familiar they can then colour and learn the response individually. ▪ Once they learned the dua and its meaning, the children can tick them off on their charts and the teacher/parent can tick them off on their record sheet. 	<ul style="list-style-type: none"> ▪ Be able to recite the 'ja-za-kallah khair' at the appropriate time. ▪ Understand what they recite.
<p>Understand why we say 'al-Hamdulillah' when we sneeze.</p> <p>Learn and understand the meaning of the 'al-Hamdulillah'.</p>	<ul style="list-style-type: none"> ▪ Circle time: Go through the etiquettes of what to do when we sneeze, i.e. cover our mouth, to say 'al-Hamdulillah' and to clean our hands if necessary. Discuss what 'al-Hamdulillah' means and why we say it after we sneeze. ▪ Children read 'al-Hamdulillah' in their books and understand why we say it. Children trace their finger over the letters as we learn and recite the dua together. Once children are familiar they can then colour and learn the response individually. ▪ Once they learned to say 'al-Hamdulillah' and its meaning, the children can tick them off on their charts and the teacher/parent can tick them off on their record sheet. 	<ul style="list-style-type: none"> ▪ Know what to say when we sneeze. ▪ Understand what 'al-Hamdulillah' means.
<p>Understand why we reply to the 'al-Hamdulillah'.</p> <p>Learn and understand the meaning of the response to the 'al-Hamdulillah'.</p>	<ul style="list-style-type: none"> ▪ Circle time: Ask the children what we say in reply to 'al-Hamdulillah'. (Yar-hamu-kallah.) Mention to the children that this is another right of a Muslim that we reply to his saying 'al-Hamdulillah', discuss the meaning of the phrase and what it means to us. ▪ Children read the response to the 'al-Hamdulillah' and understand why we say it. Children trace their finger over the letters as we learn and recite the dua together. Once children are familiar they can then colour and learn the response individually. Children can then practise both saying 'al-Hamdulillah' and its response with a partner. ▪ Once they have learned saying 'Yar-hamu-kallah' and its meaning, the children can tick them off on their charts and the teacher/parent can tick them off on their record sheet. 	<ul style="list-style-type: none"> ▪ Know what to say in response to 'al-Hamdulillah'. ▪ Understand what 'Yar-hamu-kallah' means.
<p>Understand why we reply to 'Yar-hamu-kallah'.</p> <p>Learn and understand the meaning of the response to the 'Yar-hamu-kallah'.</p>	<ul style="list-style-type: none"> ▪ Circle time: Mention to the children what we say in response to 'Yar-hamu-kallah'. Discuss and understand its meaning. Model the three statements by using other children from the class, so the children know the order and the occasion to say it. ▪ Children read the response to the 'Yar-hamu-kallah' and understand why we say it. Children trace their finger over the letters as we learn and recite the dua together. Once children are familiar they can then colour and learn the response individually. Children can then practise the three statements with a partner. ▪ Once they have learned saying 'Yah-dee-kamullahu wa yus-lee-hu baa-la-kum' and its meaning, the children can tick them off on their charts and the teacher/parent can tick them off on their record sheet. 	<ul style="list-style-type: none"> ▪ Know what to say in response to 'Yar-hamu-kallah'. ▪ Understand what they recite.