

About the Unit

This unit continues to help develop the relationship between the children and Allah. How calling to Allah and seeking His assistance in a variety of situations is part of Islam and brings us closer to Allah. Children will learn a series of supplications and remembrances in Arabic and English.

Where the unit fits in

This is the second 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.

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.

Vocabulary

Allah, dua, call, ask, protect, devils, Shaytan, jinn, guide, reward, peace, worship, prayer, help, guide, praise, prayer, eating, manners, rukoo, bow, sujood, prostrate, supreme.

Resources

- <http://www.makedua.com/>
- My Dua Book 2 by Abu Haneefa www.prosyst3ms.co.uk
- Teacher's Dua record by Abu Haneefa www.prosyst3ms.co.uk

(Web links valid as of June 2010.)

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 2 (Year 3).

Expectations At the end of this unit

Most children will:

Know what dua is and have memorised most of the supplications in Arabic and learned the meaning of each dua. They will also understand some of Allah's attributes, such the Supreme, the Most High, etc.

Some children will not have so much progress and will:

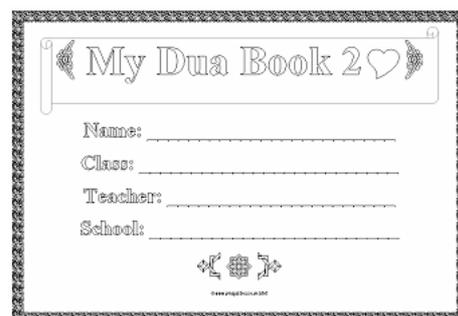
Have memorised some of the supplications (the shorter ones) and have an idea when to say them.

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. They will appreciate Allah's attributes.

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



| Learning objectives | Possible teaching activities | Learning outcomes |
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| <p>What is dua?</p> <p>Familiarise with the Dua book.</p> | <ul style="list-style-type: none"> ▪ Circle time: discussion. Recap the work that was done in the previous unit. Discuss the notion of dua, by brainstorming what the children can remember, writ this on the board or use a flipchart. ▪ Revise some of the dua from the previous unit. ▪ Show the children the new dua book and get them familiar with it, showing them where to tick once they have memorised a dua. | <ul style="list-style-type: none"> ▪ Revise what dua is. ▪ Revise previously learned supplications. |
| <p>Understand why we recite the dua at the end of the meal.</p> <p>Learn and understand the meaning of the dua.</p> | <ul style="list-style-type: none"> ▪ Circle time: Discuss with the children what we say before eating. Ask the children what their favourite foods are, make a list. Teacher is to then demonstrate three ways of eating, first way the teacher eats using all five fingers of the right hand by grabbing and munching the food in a greedy manner. Ask the children if this is a good way of eating? (Answer is no, far too greedy!) Second way, the teacher demonstrates eating with one finger. Teacher asks the children again if this is a good way. (Answer is again no, far too miserly!) Finally teacher demonstrates eating using three fingers, asking if this way I ok. (Answer is yes, as it's the position between two extremes but more importantly it is how our beloved Prophet, peace be upon him ate.) ▪ Discuss with the children if someone gives us something what should we say in return. (We should thank them.) Then how can we show our gratitude to Allah after He has provided us food. (By making the supplication.) Discuss how Allah provides food for us by giving us the ability and opportunity to obtain the food and it is not from an ability that we have gained by ourselves. ▪ Using their dua books, children read the dua 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 have 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 dua at the completion of a meal. ▪ Appreciate that it is Allah that provides. ▪ Understand what they recite. |
| <p>Understand why we recite the dua before sleeping.</p> <p>Learn and understand the meaning of the dua.</p> | <ul style="list-style-type: none"> ▪ Circle time: Revise with children that Allah is our protector. He protects us from things and dangers we can see and hear and from things that are from the unseen. Allah is also pleased when we ask Him to help us and protect us, so by doing so we are rewarded, inshallah. ▪ Children read the dua before sleeping 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 have 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 dua before sleeping. ▪ Understand what they recite. |
| <p>Understand why we recite the dua after waking up.</p> <p>Learn and understand the meaning of the dua.</p> | <ul style="list-style-type: none"> ▪ Circle time: Ask the children who has given us life (Allah). Allah protects us when we sleep and He gives us the blessing of sleep. Ask children what are the benefits of sleep. (Rest and recuperation, recharge our batteries, makes us feel better, etc.) So after such a great blessing who should we thank? (Allah.) We do this by reciting the dua in the morning. ▪ Children read the dua 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 dua individually. ▪ Once they have 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 dua before sleeping. ▪ Understand what they recite. |
| <p>Understand why we say inshallah.</p> <p>Learn and understand the meaning of inshallah.</p> | <ul style="list-style-type: none"> ▪ Circle time: Discuss with the children all the different abilities Allah has given, list them on the board or flipchart. Ask a child what would happen if Allah took away one of those abilities. How would we feel? That is why we should say inshallah when we plan to do something, just like Allah has told us in the Quran, Surah Kahf (the Cave). ▪ Children read inshallah in their books and understand why we say it. Children trace their finger over the letters as we learn and recite inshallah together. Once children are familiar they can then colour the words in. ▪ Once they learned the how to and when to say inshallah 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 inshallah at the appropriate time. ▪ Understand what they say. |

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| <p>Understand why we say 'bismillah' before making wudhoo.</p> <p>Learn and understand the meaning of the 'bismillah'.</p> | <ul style="list-style-type: none"> ▪ Circle time: Revise with children why we say the basmallah. When we do something good, like eating, drinking, etc. Tell them there is another instance where we should say it, before we start to make wudhoo. ▪ Children read 'bismillah' in their books and understand why we say it in this context. Children trace their finger over the letters as we learn and recite the basmallah together. Once children are familiar they can then colour and learn the response individually. ▪ Once they learned to say 'bismillah' 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 make wudhoo. ▪ Understand what 'bismillah' means. |
| <p>Understand why we say the dua after completing wudhoo.</p> <p>Learn and understand the meaning of the dua.</p> | <ul style="list-style-type: none"> ▪ Circle time: Discuss with the children who should we worship alone without partners. (Allah.) And how should we worship Allah? (Following the way the Prophet, peace be upon him, prayed.) Explain after we have completed wudhoo, we say a dua because we are then going to pray to Allah in the same way the Prophet, peace be upon him prayed. ▪ Children read the dua 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 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"> ▪ Know what to say after we make wudhoo. ▪ Understand what the dua means. |
| <p>Understand why we say the statement of glorification whilst in rukoo.</p> <p>Learn and understand the meaning of the statement.</p> | <ul style="list-style-type: none"> ▪ Circle time: Explain to the children that we only bow to Allah as it's a sign of submissiveness and we only show submissiveness to Allah as our religion is all about showing submission to Allah. Whilst bowing we acknowledge Allah's greatness by saying the statement. We say it three times during the rukoo (Or more but an odd number of times.) ▪ Children read the statement and understand why we say it. Children trace their finger over the letters as we learn and recite the statement together. Once children are familiar they can then colour and learn the response individually. ▪ Once they have learned saying the statement 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 whilst in rukoo. ▪ Understand what the statement means. |
| <p>Understand why we say the statement of glorification whilst in prostration.</p> <p>Learn and understand the meaning of the statement.</p> | <ul style="list-style-type: none"> ▪ Circle time: Explain to the children that we only prostrate to Allah as it's a sign of submissiveness and we only show submissiveness to Allah as our religion is all about showing submission to Allah, just as in bowing. Whilst prostrating we acknowledge Allah being high above all of creation, separate and great by saying the statement. We say it three times during the sujood (Or more but an odd number of times.) ▪ Discuss with the children that we are closest to Allah when we prostrate because we are showing our humbleness to Him. Also the enemy of Allah and mankind, Shaytan becomes upset when we prostrate as he remembers that he didn't and will suffer accordingly for eternity. ▪ Children read the statement and understand why we say it. Children trace their finger over the letters as we learn and recite the statement together. Once children are familiar they can then colour and learn the statement individually. ▪ Once they have learned saying the statement 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 whilst in sujood. ▪ Understand what the statement means. |