

# MSEN

# TEACHERS GUIDE

Msen Teaching Quran Book 1  
Msen Heavenly Gift Books 2 to 4

Muslim School Education Network  
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## Beismehi Ta'ala

Imam Sadiq (as): Prophet Musa said: O my lord! which deed is the best for you? Allah said: Loving children, surely their fitrah (nature) is based on tawhid (monotheism).

Alhamdulillah with the blessings of Allah (SWT) we have been given the opportunity to work on the religious education syllabus for the Muslim children in the West. There are 5 sections in the book, comprising Teachers Guidance for 4 Msen Students books. This syllabus is prepared under the guidance of Scholars and Educationists.

While preparing this syllabus we had the following important goals in mind:

1. Islamic abstract concepts to be presented using an enriched Islamic Teaching.
2. Enabling the students to engage with some of the important Islamic concepts, beliefs and Quranic messages and sayings from Prophet Muhammad (S) and his Ahlul'Bait (A.S) through:

- A Child friendly approach
- Illustrations of religious concepts to match the child's mental age and their aesthetic sense
- Religious Content and ideas presented to match child's cognitive ability.
- Teachers and students working together towards gaining a meaningful experience as they engage with the concepts.
- A choice of activities to allow children to have hands on play and experience the idea, relate to it, interact with the messages and draw out an understanding which they can articulate and own it as part of their identity

We are grateful to Dr Sheikh Isa Jahangir, the founder of Muslim Schools Education Network, for both his scholarly guidance and academic educational expertise in the most crucial area of education: Encouraging Children's Religious Development.

I would like to mention the cooperation and hard work of MSEN Team who spent a lot of time editing & formatting the material. We will Insha'Allah continue to work on improving the syllabus. May Allah hasten the reappearance of the Imam of our time.

**Dr Azhar Hassan Raza**

**Msen Chair Man.**

**9th Sept 2017**

**17th Zilhajj1438**

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# TABLE OF CONTENTS

<b>BOOK 1</b> .....	<b>1</b>
Lesson 1.....	2
Lesson 2.....	10
Lesson 3.....	11
Lesson 4.....	12
Lesson 5.....	13
Lesson 6.....	14
Lesson 7.....	15
Final Lesson.....	16
<b>BOOK 2</b> .....	<b>17</b>
Introduction.....	18
Lesson 1.....	28
Lesson 2.....	35
Lesson 3.....	36
Lesson 4.....	37
Lesson 5.....	39
Lesson 6.....	41
Lesson 7.....	42
Lesson 8.....	43
<b>BOOK 3</b> .....	<b>45</b>
Lesson 1.....	46
Lesson 2.....	49
Lesson 3.....	51
Lesson 4.....	53
Lesson 5.....	55
Lesson 6.....	57
Lesson 7.....	59
Lesson 8.....	61
Lesson 9.....	63
Lesson 10.....	65
Lesson 11.....	67
Lesson 12.....	69
Lesson 13.....	70
Lesson 14.....	71
Lesson 15.....	73
Lesson 16.....	74

Lesson 17.....	75
Lesson 18.....	77
Lesson 19.....	78
Lesson 20.....	80
Lesson 21.....	81
Lesson 22.....	82
Lesson 23.....	84
Lesson 24.....	85
Lesson 25.....	86
Lesson 26.....	87
Lesson 27.....	88
Lesson 28.....	90

**BOOK 4.....91**

Lesson 1.....	92
Lesson 2.....	101
Lesson 3.....	102
Lesson 4.....	104
Lesson 5.....	105
Lesson 6.....	107
Lesson 7.....	109
Lesson 8.....	110
Lesson 9.....	112
Lesson 10.....	114
Lesson 11.....	115
Lesson 12.....	117
Lesson 13.....	118
Lesson 14.....	119
Lesson 15.....	120
Lesson 16.....	122
Lesson 17.....	124
Lesson 18.....	125
Lesson 19.....	127
Lesson 20.....	129
Lesson 21.....	131
Lesson 22.....	132

MSEN

# Teaching Quran

Book 1



MSEN Teaching Quran Book 1  
Ages 5, 6, 7 years old  
Teachers Guide



# Lesson 1

## In the Name of God (bi-smi-llah)

### OBJECTIVES OF THE LESSON

1. Creating an interesting environment for encouraging students to learn the Qur'an;
2. Acquaintance with the habit of beginning any task by saying 'In the Name of God, the Most Merciful, the Most Compassionate';
3. Familiarity with the Qur'anic message, the meaning of 'In the Name of God, the Most Merciful, the Most Compassionate', and the meaning of two of its simple words;
4. Encouraging the student to listen to the verses of Sūrat al-Tawhīd (112);
5. Ability to read Sūrat al-Tawhīd together with others;
6. Familiarity with the habit of greeting others;
7. Making an effort and developing an interest in reflecting on the creation by the Most Compassionate God;
8. Inspiring students to read the Holy Qur'an every day.

### MATERIALS

Textbook, tape, CDs, teacher's manual.

2

### TEACHING-LEARNING STRATEGIES & METHODOLOGIES

Textbook, tape, CDs, teacher's manual.

# Lesson Plan for Lesson 1

## Celebrating the Commencement of Teaching & Learning the Qur'an

The Last Week  
of September

### Objective:

#### Developing an interest in students to learn the Qur'an

As mentioned in Generalities, it is particularly important to accord significance to the beginners' emotions. It goes without saying that the student will always remember the first session of learning the Qur'an and it will have a direct impact on their attitude towards this course. It is a great opportunity to have an unforgettable celebration at the beginning and thus allow our dear children to have happy memories of such experience. It would be worthwhile to have interesting sessions throughout the beginner's course. In order to achieve this goal, we can begin our course in the early September by holding a celebration and give the students their textbooks as gifts. Our dear colleagues may benefit from their personal experience and creativity in having a delightful and interesting celebration. The following points may be of interest to you:

1. It is recommended to invite the parents to the celebration;
2. Considering the local culture as well as facilities and possibilities, you may make changes to the classroom; for instance, you may use colorful pieces of paper and ribbons, twinkling lamps, and posters adorned with verses of the Qur'an;
3. If possible, invite local authorities and the school principal to attend the celebration;
4. Warmly receive the students and their parents while considering local culture as well as facilities and possibilities using the support rendered by the parents, the principal, and benevolent people;
5. Giftwrap the Qur'an textbooks and distribute them together with flowers among the students;
6. Ask a beginner or another student from upper levels to recite a small chapter of the Qur'an at the beginning of the celebration;
7. Ask a group of students to sing a beautiful song about the Qur'an;
8. Invite a local authority or the principal to talk in brief and in a language intelligible to children about the significance of learning the Qur'an;
9. Ask the students to recite chapters from the Qur'an to their classmates and receive awards for their recitation;
10. Show the Qur'an textbook to the students and talk in a language intelligible to children about the importance of keeping it clean;
11. Provide the students, within the means of possibility, with appealing gifts like flowers and stationery;
12. Take the opportunity to talk with the parents somewhere else about the introduction to the Qur'an textbook or at least encourage them to read the introduction;
13. If possible shoot a film or take pictures of the celebration and later distribute the CDs or pictures among the students;
14. If possible, have a puppet play about the significance of learning the Qur'an and divine satisfaction with such great undertaking.
15. It would be a good idea that the teacher attends the celebration as well as all the sessions with a flower on their clothes.





## A. The Qur'anic Message of 'In the Name of God, the Most Merciful, the Most Compassionate'

### The Stages and Methodology of Teaching

1. The message and its translation are played and the students, using the recording and the instructions provided by the teacher, recite the Qur'anic message together.
2. The teacher asks the students to talk about the message and its images. As you see, each of the images expresses the following topics in order:  
The first image: The teacher starts the lesson by saying 'In the Name of God, the Most Merciful, the Most Compassionate' and writing it on board.  
The second image: Female students say 'In the Name of God, the Most Merciful, the Most Compassionate' as they leave home for school.  
The third image: A child says 'In the Name of God, the Most Merciful, the Most Compassionate' before having their meal.  
The fourth image: Two children begin reading the Qur'an by saying 'In the Name of God, the Most Merciful, the Most Compassionate'.
3. The teacher ask the students: What other things do you do by beginning with the Name of God?
4. The teacher and the students recite the Qur'anic message together without playing the Qur'an audio.
5. The students talk about the meaning of the words ism (Name) and Allāh (God) as the teacher asks questions in class.
6. Asking a volunteer about the Qur'anic message.

### The poem 'WHO cares for you and me'

## B. Stages of Teaching

1. Playing the audio of the poem as the teacher and the **students** listen to it;
2. Playing the audio again as the teacher and the students **recite** it;
3. Reciting it by the teacher and the students without playing the audio;
4. Asking volunteers about the meaning of the poem;
5. Asking the students to pay attention to the themes and teachings of the poem (using the complete translation).

N.B. The poems of the textbook will be recited by the teacher and the students in other classes as well.

## C. Exercise on the Qur'anic Message of the Lesson

### Stages of Teaching

1. Recitation of the Qur'anic message by the students without playing the audio;
2. Asking volunteers questions about the Qur'anic message.

## D. Teaching Sūrat al-Tawhīd (112)

### Stages of Teaching

1. Preparing the poster of the Sūrah and audio facilities prior to the students' arrival;
2. Putting the poster on the board;
3. Playing the audio of the Sūrah: As mentioned in Generalities, each verse is recited thrice in the audio. First, ask the students to listen to the audio of the verse; second, ask them to read it in a low voice; third, have them recite it together following the audio. While playing the audio, the teacher shows the words recited in the audio. Thus [p. 32] the students see the words on the poster, listen to individual words of the verses, and read and recite the verses after the audio.

Please note that in this stage the students are not supposed to identify letters and vowel markings, but they are expected to familiarize themselves, while listening to the audio and reciting the words, with the forms of phrases and clauses of the verses. The teacher and parents should not expect the students to read the words by identifying letters and vowel markings.

The audio of other verses will be similarly played and the teacher, while showing the words on the poster, asks the students to listen to each verse and recite it after and also simultaneously with the audio. The process will continue to the end of the Sūrah.

After playing each verse three times, the Sūrah will be completely played as the students will listen to each verse only once. Similarly, the teacher shows the words and the verses while the audio of the whole Sūrah are being played and the students will be asked to recite them simultaneously with the audio. Thus, teaching the Sūrah will come to an end.

In teaching the Sūrah the teacher will pay attention to the following points:

1. The teacher should note that all students are supposed to participate actively in the process of learning that includes looking at the poster, listening to the audio, and reciting the verses with others. It goes without saying that, if required, the teacher will ask the students, courteously and affectionately, to participate with others in the process.
2. Please ask the students to not raise their voices louder than the audio so that everybody could listen attentively to the audio and follow it.
3. Please encourage the students to try to imitate the audio as best as they can. However, never resort to inappropriate emphasis and strictness.
4. The students' participation in reciting the Sūrah is the goal of our teaching methodology and each student who participates in this collective process will have achieved the goal. It is evident that some of the students will be able to recite the Sūrah and memorize it. Such students will be encouraged.
5. The students may at times mispronounce the words or connectives. Some of the common mistakes and the solutions to such problems are the following:
  - 5.1. Not connecting /i/ in bi-smillāh to /r/ in /arraḥmān/ and /ni/ to the /r/ in /arraḥīm/; in other words the geminated form of /r/, i.e. /rr/, may be mispronounced. In this case, the teacher will pronounce clearly /bi-smi-llāhi rraḥmāni rraḥīm/ while emphasizing the connection to the geminated /r/ and asks the students to imitate him.
  - 5.2. Mispronunciation of /la/ in /lam yalid wa lam yūlad/ as /ya/. Pronouncing this verse accurately and emphasizing the pronunciation of /la/ will be taught by showing the students the accurate manner of articulation of this letter.
  - 5.3. Mispronouncing the word /kufuwan/ as /kufufan/. The teacher will pronounce this word accurately by emphasizing the correct pronunciation of /w/.
  - 5.4. It would be a great idea to ask the students to commit to heart the Sūrat al-Tawḥīd.

## E. Stages in Teaching the Poem

1. Playing the audio of the poem and listening to it;
2. Replaying the audio and simultaneously reciting it by the teacher and the student;
3. Recitation of the poem by the teacher and the student without listening to the audio;
4. Asking volunteers questions about the poem.

In talking about the poem, asking students questions about it, and listening to the answers provided by the students, some of the themes of Sūrat al-Tawḥīd will be further emphasized; for instance:

God is the Creator of mountains, trees, seas, and everything else.

No one resembles God.

God Almighty has created affectionate parents for us.

## F. Exercises on Sūrat al-Tawhīd

### Stages of Teaching

1. Putting on a poster of Sūrat al-Tawhīd in a good spot;
2. Recitation of Sūrat al-Tawhīd by all the students after the audio and then simultaneously with the audio;
3. Asking more active students and then others to provide answers to questions about Sūrat al-Tawhīd.

## G. The Qur'anic Message of Salāmun 'Alaykum (Peace [Be] to You)

### Stages of Teaching

1. The audio of the message and its translation will be played and the students, aided by the audio and teacher's instructions, will recite it several times with others;
2. The teacher will ask the students to discuss the Qur'anic message and its images. As you see, the images of this message show the sun rising and greeting flowers and good children;
3. Recitation of the Qur'anic message by the teacher and the students without playing the audio;
4. Expressing the meaning of salām (peace, greeting), possibly by asking students questions.
5. Asking volunteers questions about the Qur'anic message.

## H. Learning Activities (student's book pg 9)

1. The students will be asked to play a simple and short act about greeting each other. Such play may be relevant to various topics; for instance:  
Who greets whom (the younger greet the older, the children their parents, the students the teacher...);  
Different forms of greeting (e.g. shaking hands, a police officer's salute...).
2. The teacher directs the students' activities towards the goal mentioned on this page.

## What the Teacher Should Know

The respected teacher is addressed in this section to further his knowledge and abilities in teaching the Qur'an. The students are not required to know these topics. It goes without saying that acquaintance with these topics will help the teacher in teaching the Qur'an more successfully and they will be of use in providing answers to the questions raised by the students. The following topics will be discussed in the order covered in Lesson 2.

### A. General Contents of Sūrat al-Tawhīd

Different people following religions with divinely revealed Books asked the Prophet about divine attributes. Polytheists of Quraysh, showing their idols, said, "Those are our gods. What are the attributes of your god?" Revelation of Sūrat al-Tawhīd was a response to their frequently asked questions. This chapter of the Qur'an is termed Sūrat al-Tawhīd, among others, since the unity of divine essence and attributes are referred to in it. It is also entitled Sūrat al-Ikhlāṣ (devotion), since those who appreciate divine names and attributes and believes in their truths and meanings will be delivered from any kind of error, polytheism, and hypocrisy and will attain sincere devotion (ikhhlās) in their intentions and deeds.

### B. Translation of Sūrat al-Tawhīd

*/bi-smi-llāhi rraḥmāni rraḥīm/* (In the Name of God, the Most Merciful, the Most Compassionate)

1. */qul huwa llāhu aḥad/* (Say, "He is Allah, the One").
2. */allāhu ṣṣamad/* (God is Needless).
3. */lam yalid wa lam yūlad/* (He neither begat, nor was begotten).
4. */wa lam yakun lahu kufuwan aḥad/* (Nor has He any equal).

### C. Taking a Step towards Appreciating the Meaning of Qur'anic Verses, Phrases, and Clauses

As you know, objectives of teaching the Qur'an are comprehensively taken into account, in that the most important objective in teaching beginners is to enable them to read the Qur'an, but it will be of significance to help them familiarize themselves with the meaning of some of its simple verses, phrases, and clauses. Therefore, the respected teachers are requested to further their abilities in expressing the meanings of the verses and their familiarity with the divine Word by doing some of the exercises included in the sections entitled What the Teacher Should Know.

Using the translation of the verses covered in the lesson tick the correct answers about the meanings of the following words:

- |           |  |   |
|-----------|--|---|
| 1. bi-    | <input type="checkbox"/> in            | <input type="checkbox"/> of               |
| 2. ism    | <input type="checkbox"/> name          | <input type="checkbox"/> sin              |
| 3. Allāh  | <input type="checkbox"/> Lord          | <input type="checkbox"/> God              |
| 4. raḥmān | <input type="checkbox"/> Most Merciful | <input type="checkbox"/> Most Forgiving   |
| 5. qul    | <input type="checkbox"/> said          | <input type="checkbox"/> say (imperative) |

Translate the following Qur'anic verses and words by reading the above exercise and the meanings of the words:

- huwa: he, that                      rabb: Lord                      lā:                      not  
(negative particle)
- ilāh: God, object of worship                      illā: except
- ḥamd: praise, glorification
- naḥnu: we
1. qul huwa rabbī: ... my....
  2. lā ilāha illā huwa: ...
  3. quli ḥamdu li-llāh: ... is to ...
  4. wa dhkuri sma rabbika: remember your ...
  5. qul huwa rraḥmānu: ... is (God) ...
  6. huwa rraḥmānu rraḥīmu: ....
  7. arraḥmānu 'allama l-qur'āna: ...
  8. wa llāhu ghafūrun raḥīmun: and ... is the Most Forgiving ...
  9. naḥnu anṣāru llāhi: we are helpers of ...



## Lesson 2

### Blessings of God

#### Divine Bounties

#### OBJECTIVES OF THE LESSON

1. Acquaintance with natural phenomena as the bounties of God, the Most Compassionate;
2. Acquaintance with expressing gratitude to God for His bounties ( poem pg. 11);
3. Ability to recite Sūrat al-Kawthar with others;
4. Familiarity with Ḥaḍrat Zahrā' as the great divine bounty bestowed on the Prophet;
5. Familiarity with Imam Ali as the great divine bounty bestowed on the prophet ( poem pg. 13);
6. Familiarity with the bounty of bread, expressing gratitude to its producers, and avoiding its waste;
7. Familiarity with the bounty of water, Making an effort to preserve its cleanliness, and its appropriate usage ( student book pg. 17)
8. Familiarity with the Qur'anic messages about expressing gratitude to God for His bounties and learning the meaning of their simple words;
9. Encouraging students to listen to and read the Holy Qur'an on a daily basis.

#### MATERIALS

Textbook, audio, and teacher's manual

#### TEACHING-LEARNING STRATEGIES & METHODOLOGIES

Image reading; questions and answers; listening; cooperation and participation; discussion



# Lesson 3

## Our Home

### OBJECTIVES OF THE LESSON

1. Familiarity with family and the role played by each member;
2. Ability to recite Sūrat al-‘Aṣr (103) with others;
3. Familiarity with the Qur’anic message of the lesson about doing good to parents;
4. Participation in playing an act about parents;
5. Encouraging students to learn the Qur’an by reading the story entitled ‘The Grandfather’s Gift’;
6. Developing a sense of cooperation, respecting parents and other family members, and expressing gratitude to them;
7. Encouraging students to respect order, punctuality, making efforts, and respecting the rules of personal hygiene, and keeping one’s home clean;
8. Encouraging the students to listen to and read the Holy Qur’an on a daily basis.

11

### MATERIALS

Textbook, audio, and teacher’s manual

### TEACHING-LEARNING STRATEGIES & METHODOLOGIES

Image reading; questions and answers; listening; cooperation and participation; discussion







## Lesson 4

### Let's read the Qur'an

#### OBJECTIVES OF THE LESSON

1. Creating an interesting environment for encouraging the students to learn and read the Qur'an;
2. Ability to combine letters and vowel markings and read simple Qur'anic words by syllabification;
3. Encouraging the students to listen to the verses of Sūrat al-Nās (114) together;
4. Ability to recite Sūrat al-Nās together;
5. Familiarity with the Pure Household of the Prophet and their regard and placing significance to learning the Qur'an and their good treatment of each other and other people;
6. Familiarity with the general themes of Sūrat al-Nās and its poem (As smooth as silk), e.g. divine affection in man; seeking help from Allah in doing good and forbidding wrong;
7. Familiarity with the Qur'an as the Word of God;
8. Encouraging the students to pray to God and talk with Him;
9. Encouraging the students to read the Holy Qur'an on a daily basis.

#### MATERIALS

Textbook, audio, and teacher's manual

#### TEACHING-LEARNING STRATEGIES & METHODOLOGIES

Image reading; questions and answers; listening; cooperation and participation; discussion





## Lesson 6

### Our School

#### OBJECTIVES OF THE LESSON

1. Creating an attractive environment to encourage the students to learn and read the Qur'an;
2. Ability to read some simple Qur'anic words by syllabification;
3. Encouraging the students to listen to the audio of the verses of Sūrat al-Falaq (113) together with others;
4. Familiarity with silent letters in the Qur'an;
5. Ability to pronounce geminated words by syllabification;
6. Familiarity with the Qur'anic message about the significance of learning and acquiring knowledge;
7. Encouraging the students to pray to and talk with God;
8. Familiarity with the significance of learning the Qur'an as recommended by the Infallible Imams;
9. Encouraging the students to read the Qur'an on a daily basis.

#### MATERIALS

Textbook, audio, and teacher's manual

14

#### TEACHING-LEARNING STRATEGIES & METHODOLOGIES

Image reading; questions and answers; listening; cooperation and participation; discussion



# Lesson 7

## Prophets of God

### The Messengers of God

#### OBJECTIVES OF THE LESSON

1. Familiarity with the five great messengers of God;
2. Creating an attractive environment to encourage learning and reading the Qur'an;
3. Ability to read some simple Qur'anic words by syllabification;
4. Encouraging the students to listen to the audio of the verses of Sūrat al-Naṣr (110);
5. Ability to read Sūrat al-Naṣr and its poem together with others;
6. Familiarity with reading it and encouraging the students to read it;
7. Encouraging the students to develop an interest in the Prophet and his Pure Household;
8. Encouraging the students to read the Holy Qur'an on a daily basis.

#### MATERIALS

Textbook, audio, and teacher's manual

#### TEACHING-LEARNING STRATEGIES & METHODOLOGIES

Image reading; questions and answers; listening; cooperation and participation; discussion





# Final Lesson

## Let's Read the Qur'an in Summer

A significant requirement in learning the Qur'an is to keep on reading the Qur'an in summer. Therefore, the beginners' Qur'an textbooks contain a section entitled 'The Last Lesson' to be learned in summer.

### OBJECTIVES OF THE LESSON

1. Encouraging the students to keep on reading the Holy Qur'an;
2. Encouraging the students to develop a habit of reading the Qur'an on a daily basis.

### MATERIALS

Textbook, audio, and teacher's manual

16

### TEACHING-LEARNING STRATEGIES & METHODOLOGIES

1. Some students read the text of the Last Lesson;
2. The students discuss the topics in the lesson and exchange their views;
3. The teacher provides the students with required explanations and encourages them to read the verses of Sūrat al-Baqarah (2) in summer;
4. Encourage the students to keep their Qur'an textbooks clean and keep them on their bookshelves or give them to the schools or mosques in their neighbourhood.





**MSEN Heavenly Gift Book 2**  
Ages 7 years old  
Teachers Guide

# Introduction

## General Principles on the Topics of Heavenly Gifts Books

### Knowing God

Children's spiritual growth (having faith and doing righteous deeds) is the final goal of education. Spiritual growth lies in learning values and adopting a reflective approach towards life, whereby life becomes meaningful from birth to death. In a nutshell, spiritual growth is to have faith.

Teaching about God and other religious concepts is quite different from other teacher-students interactions. Teaching such topics is needless of being proved but it lies in having a meaningful life endowed by hope and divine obligations. However, encouraging people to have faith in God, even in childhood, should not be ignored. The following points are to be noted in this respect:

1. Since a child's conception of God is a combination of visualization and imagination and they cannot have a totally immaterial conception of God, we should not attempt to make them believe in divine immateriality, as their innate nature helps them with relating themselves to God.
2. We had better talk to them about God as being kind and lovable and also about His creation, rather than not affirming their conceptions of God, like His having hands and feet and human conduct and emotions.
3. It is recommended to talk with children about divine bounties and thus familiarize them with God.
4. Considering the objectives of this part, while keeping in mind the contents of lessons, we need to familiarize the students with divine attributes like affection and forgiveness.
5. In order to achieve the goals of the lessons the teacher is required to follow their order in teaching them.
6. In teaching the concept of knowing God the teacher can make this topic more appealing by presenting the material indirectly through expressing it by someone else or without reference to the main goal of discussion.
7. We can develop affection for God in children by teaching them interesting prayers.

## **The Part Devoted to Knowing God in Heavenly Gifts**

The objectives of this part are the following:

1. Familiarity with divine affection through His bounties;
2. Developing a feeling of love for God;
3. Expressing gratitude to God;
4. Familiarity with prayer as a way of talking to God.

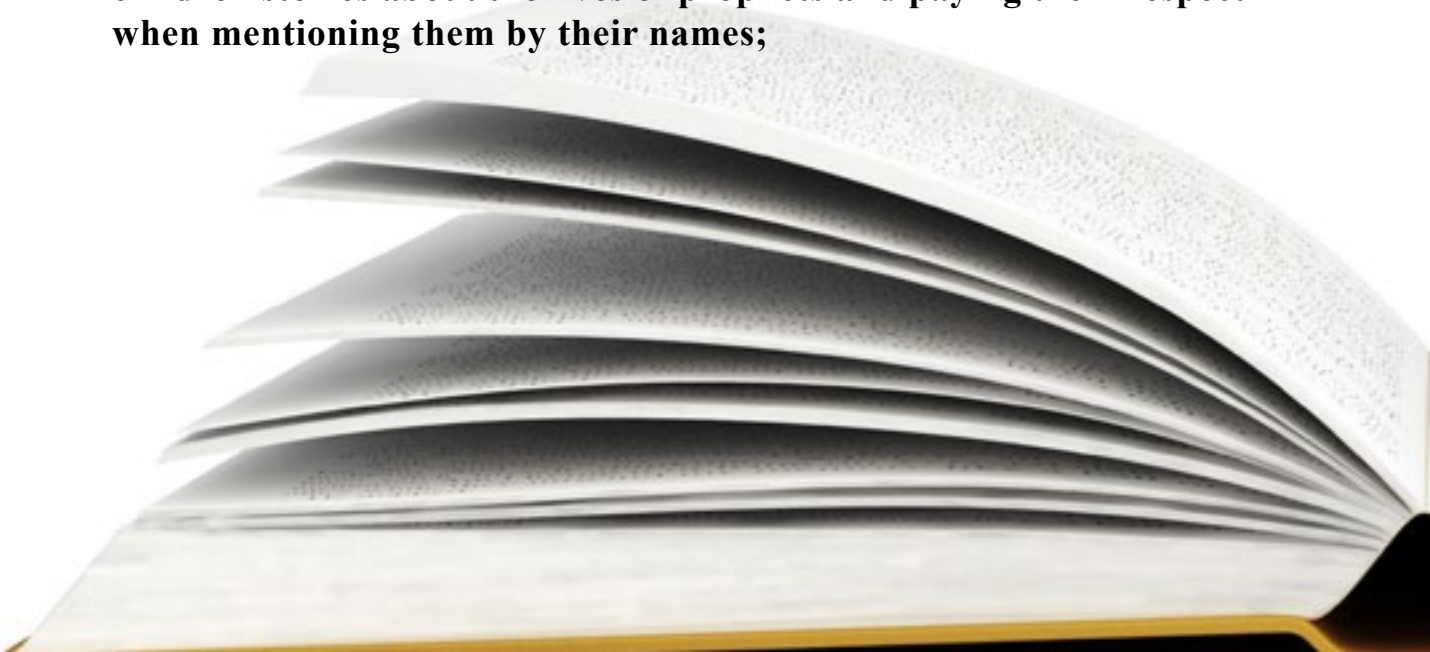
Therefore, students in Book 2 pay attention to examples of love and affection in daily life and their surroundings and things that are all divine bounties. They will develop a sense of expressing gratitude to God and a feeling of love for Him. They will learn that they are able to talk with God about his needs and those of others through prayers. The student will learn them in Lesson 1 (Gifts of God), Lesson 2 (What birds are saying?), Lesson 3 (The Moon's Memory), and Lesson 4 (Kinder than Mother).

## **The Part Devoted to Prophethood**

Until the age of nine children's conception of the Prophet of their faith is that he was a kind, good, and helpful man. They see him as a self-sacrificing, kind, and lovable man who helped people in the majority of their affairs. They have a similar conception of the Imams.

Depending on their experience of different media children may see religious figures as good persons with different appearances; however, it would be beside the point to be sensitive to such matters. In teaching the concepts related to prophethood to children the following points must be taken into account:

1. Making an effort to encourage children to develop an interest in religious figures through reading or telling them enjoyable stories about their friendly treatment of children;
2. Emphasizing the prophets' moral qualities and virtues (like patience, perseverance, good manners) in their daily lives through telling children stories about the lives of prophets and paying them respect when mentioning them by their names;





3. Talking to children about the prophets' receiving divine revelation and their serving as guides to mankind in this world;
4. Not emphasizing concepts like infallibility, divine revelation, and miracle in beginner levels.
5. Coinciding of teaching the lessons about prophethood with festivals and feasts in the school year;
6. Providing the students with the opportunity to participate in the festivities held for the Prophet and religious figures;
7. Setting the Prophet and religious figures as models in the student's daily life with due consideration of the contents of the lessons in Heavenly Gifts

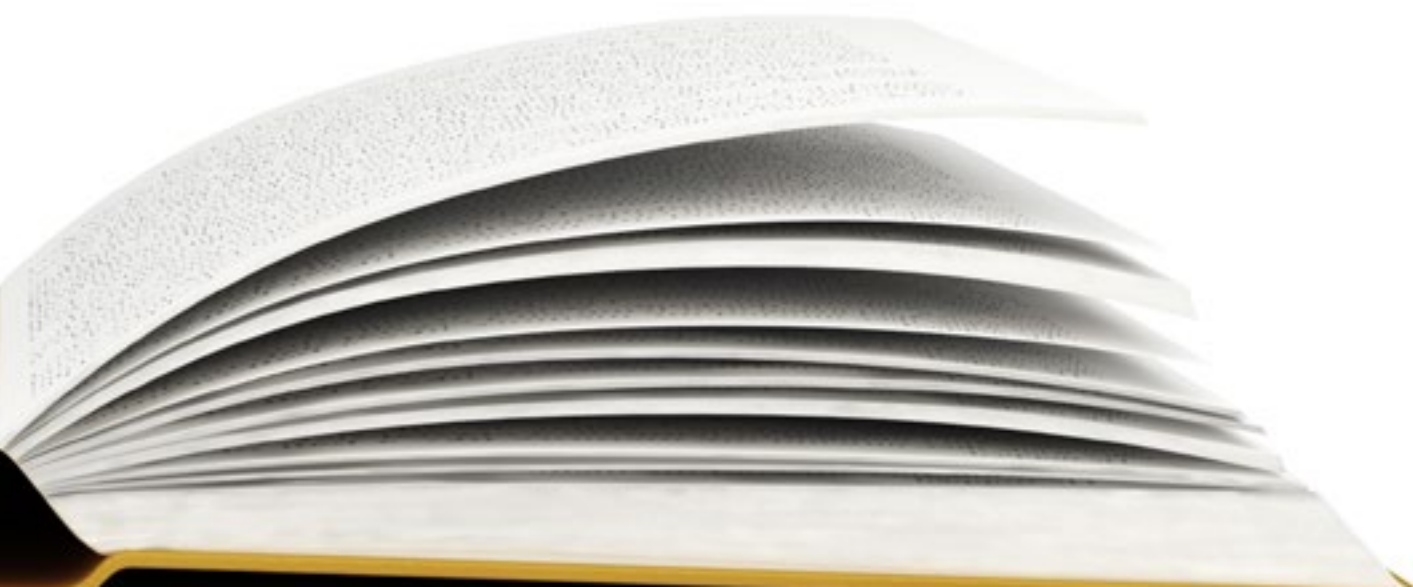
## **Regarding the Part Devoted to Prophethood in Heavenly Gifts Books**

The objectives of this part are the following:

1. Familiarity with the names of the great messengers of God and developing a sense of respect for them;
2. Encouraging the students to learn more about the great messengers of God;
3. Informing the students about the Prophet's affection for children;
4. Developing a sense of affection and respect for the Prophet of Islam.

A student in book 2 is thus introduced to the names of the great messengers of God, their mission towards mankind, and the great moral virtues of the Prophet of Islam and his friendly treatment of children. The noble qualities of the messengers of God will be talked about without touching upon abstract concepts like divine revelation, infallibility, and miracle. The students will develop an interest in respecting religious figures by participating in festivals and festivities.

Those topics will be touched upon in Heavenly Gifts (Book 2) in Lesson 6 (Messengers of God) and Lesson 7 (The Little Guest). It is to be noted that Lesson 8 (Feast of the [Prophet's] Birth), in the part devoted to Islamic ceremonies, will be of great help in this respect.





## **The Part Devoted to Familiarity with the Imams**

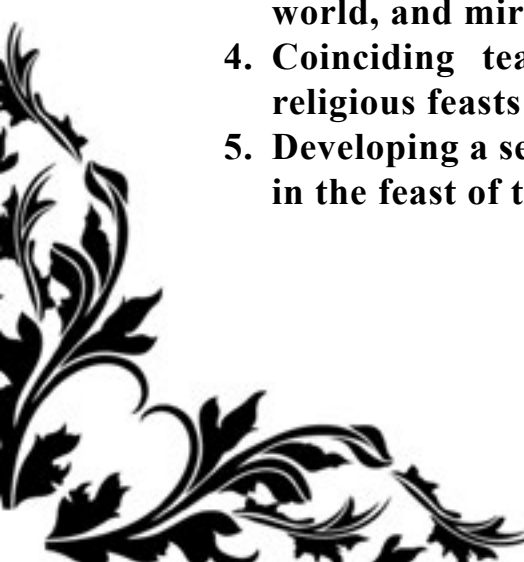
One of the most significant goals of religious education in the beginner's level is to develop a sense of interest in and affection for religious figures so that their instructions and way of life affect children and they follow them as role models.

Children must become familiar with the names of the Imams from the beginning and they must learn about their lives and their contributions and sacrifices in the cause of Islam as they grow older.

Their familiarity with the Imams and the messengers of God must lead to their following them as role models in their lives. They must be introduced to the Imams' and the messengers' affection, kindness, and great moral qualities so that children tend to follow them as role models.

In teaching those topics the following points need to be taken into account:

1. Developing a sense of interest in the Imams by telling them stories about their lives and their kindness to children and respecting them when mentioning them by their names;
2. Familiarizing the students with the Pure Imams by talking with them about their noble qualities, like their helping the needy, finding solutions to their problems, fortitude, and perseverance.
3. Not emphasizing too much on presenting the Imams as personalities related to the unseen, the super-sensible world, and miracles;
4. Coinciding teaching the lessons of this part with religious feasts and occasions in the educational year;
5. Developing a sense of interest in children to participate in the feast of the births of noble Imams.





## **Regarding the Part Devoted to Familiarity with the Imams in Heavenly Gifts**

Objectives of this part are the following:

- 1. Familiarity with the names of the Prophet's Ahl al-Bayt (Household)**
- 2. Developing an interest in the students to become further familiar with the Prophet's Ahl al-Bayt and their lives;**
- 3. Familiarity with the First, Second, and Third Imams through telling them stories about their lives, noble qualities, and good manners;**
- 4. Developing a sense of interest in the Pure Imams and respecting them, particularly the First, Second, and Third Imams;**
- 5. Developing a sense of interest in the students to follow the Infallible Imams as role models;**

A student in the Book 2 will thus become familiar with the names of the Prophet's Ahl al-Bayt and their interactions through telling them stories of their lives and their interactions with people so that the students will develop a sense of interest in following them as their role models.

These topics will be touched upon in Heavenly Gifts (Book 2) in Lesson 9 (The Kind Family), Lesson 10 (The Prophet's Ahl al-Bayt), Lesson 12 (The Kind Father), Lesson 13 (The Best Friend), and Lesson 14 (Rain Prayer). The Twelfth Imam (the Imam of the Age, May God hasten his glad advent) will be introduced to the students in Lesson 19 (The Great Feast).

## **The Part Devoted to Islamic Ethics and Rules of Conduct**

The most significant religious obligation in the beginner's level is to develop and reinforce good habits and moral qualities in children. Having good qualities is the essence of religious education as a good and practical model to be followed.

Certain changes occur in children from six to eleven years of age when they reach a particular understanding of moral qualities. They are, therefore, able to develop and reinforce good habits and manners. We must provide them with opportunities to appreciate the value and significance of moral qualities and develop and reinforce them, but it would be fruitless to make them respect those values for being praised or punished.

In teaching them ethics and rules of conduct we need to take the following points into account:

1. In teaching moral standards we need to consider the cognitive (familiarity with good and bad deeds), emotional (satisfaction with and interest in doing good deeds), and behavioral (true conduct in different situations) aspects.
2. We must make use of objective and real situations and opportunities in teaching these concepts.
3. We must provide children with the opportunity to repeat, practice, and remember what they have learned and the moral habits they have acquired and in this respect we aim at reinforcing them in children.
4. In teaching moral concepts we must avoid addressing them directly, reproaching them, making comparisons between them, and unwarranted strictness under the pretext of ineffectiveness and undesirability of the methods.
5. We must make use of useful values like indirect expression, considering the benefits deriving from respecting ethical precepts, immediate encouragement of desirable conduct, and expressing our satisfaction of their good behavior.
6. Considering the fact that a child lacks an adult's appreciation of ethical precepts and accord significance to an adult's attitude, we need to teach them ethical values in a language understandable to them.
7. Considering the fact that children follow adults as role models, all teachers should have received the required training and respect ethical precepts.
8. 8. The teacher may need to teach each lesson of this part in due consideration of the needs and requirements of their class.

## **Regarding the Part Devoted to Islamic Ethics and Rules of Conduct in Heavenly Gifts**

**In this part the student endeavours to attain the following objectives:**

- 1. Familiarity with the etiquettes of greeting, cleanliness, and having food;**
- 2. Developing an interest in and making effort to follow the etiquette of greeting, cleanliness, and having food;**
- 3. Familiarity with the good results of honesty and turning away from lying;**
- 4. Developing an interest in and making endeavours to follow the precepts of honesty in speech and deeds.**

**The student in the Book 2 gains familiarity with greeting as one of the examples of Islamic ethics. They will also learn about cleanliness and respecting it in public places. They will also become familiar with the etiquette of consumption of food as well as the good results of honesty and the fact that they need to choose between truth and untruth and that honesty is one of the character traits of a Muslim.**

**The topics discussed in this textbook are to be found in Lesson 15 (Hello Children!), Lesson 16 (Beautiful Nature), Lesson 18 (Secret of Happiness), and Lesson 20 (At the Table).**

## **The Part Devoted to Islamic Rules and Laws**

Children are familiar with religious matters through their innate disposition (fiṭrah). They acknowledge the divine command about cleanliness of all people and similarly recognize the validity of religious obligations and laws and they are happy to respect them. Children tend to relate to God and talk with Him.

The majority of pre-school children are familiar with the outward movements and acts of some religious obligations like ṣalāt and imitate, at times, their parents in doing likewise.

Parents have been recommended in Islamic traditions to familiarize children with such acts of worship. Besides learning to do such movements and outward acts children must also become acquainted with the beliefs behind such acts and such goal will be attained through simple and timely training that should lead to developing an interest in doing acts of worship and learning further religious teachings, in particular familiarizing female students with the obligations of the age of puberty.

In teaching them the Islamic laws at an early age the following points deserve attention:

1. Effectiveness of teaching religious precepts lies in conformity of teaching them to the student's needs and age. Teaching unnecessary matters will not be desirable.
2. Gender differences and needs should be addressed.
3. Secondary rules and details should not be overemphasized.
4. Teaching religious precepts should be taken seriously, but too much strictness and gentleness will be detrimental to the learning process and may even lead to anxiety, obsession, inattentiveness, and poor learning.
5. Teaching the precepts and rules should be undertaken through attractive methods and in objective and real life situations.
6. Teaching the precepts in stages and providing learners with the opportunity to repeat and practice will lead to learning the religious obligations accurately.
7. Timely encouragement of acting upon acts of worship, in particular performing ṣalāt that is taught in Book 2, will encourage children to develop further interest in respecting their religious obligations.
8. The support rendered by parents, teachers, and other school staff, their steadfastness, and possessing emotional, logical, and lovable characters will have positive effects on children and will encourage them to develop good habits.

## Regarding the Part Devoted to Islamic Rules and Laws in Heavenly Gifts

The following objectives are covered in this part:

1. Familiarity with performing wuḍū (minor ablution) and two-rak‘ah ṣalāt;
2. Developing an interest in performing two-rak‘ah ṣalāt accurately;
3. Familiarity with the times and rak‘ahs of ṣalāt.

Students in Book 2 will become familiar with performing wuḍū and two-rak‘ah ṣalāts accurately and they must have some schedule to learn the stages of performing wuḍū (minor ablution), call to prayer, and performing two-rak‘ah ṣalāts and they might need to continue the schedule to the end of the year to learn performing the ṣalāt completely. The topics of this part are covered in Lesson 5 (I Perform wuḍū), Lesson 11 (Let’s Perform Ṣalāt), and Lesson 17 (Times of Ṣalāt).



## The Part Devoted to Islamic Ceremonies and Feasts

Religion is displayed by holding feasts and other ceremonies. Appealing to believing children and adults they prove effective in enabling believers to proceed emotionally and intellectually towards the depth of religious faith.

Children will have very good memories of Islamic feasts, like the Feast of Ghadīr, the Feast of Fiṭr, and the Feast of Aḍḥā, those of the birth of the Pure Imams, and others enjoyable to them. Holding such feasts will develop further interest in religion. They can learn the etiquette and manners of holding those feasts and participation in and according significance to marking occasions, like birthday celebrations, will encourage them to participate enthusiastically in religious celebrations and feasts.

In teaching this topic the following points must be taken into account:

1. The lessons in this part must be taught in conformity with the feasts and events in the educational year;
2. Students could help in planning and holding such events and occasions and their suggestions could be utilized;
3. In holding celebrations we may make use of instances that make children happier, like decoration with lights, wearing new clothes, giving them [p. 7] small sums of money on the occasion of holding feasts, consumption of delicious food and dishes, and enjoying joyful events.

## Regarding the Part Devoted to Islamic Ceremonies and Feasts

The following objectives are covered in this part:

1. Familiarity with celebrating the birth of the Prophet and also that of the Imam of the Age (in mid-Sha‘bān);
2. Developing interest and enthusiasm in children to take part in religious ceremonies;
3. Participation in holding religious ceremonies.

Students will develop an interest in religious feasts by talking with them about birthday celebrations and asking them to take part in organizing and holding celebrations and feasts.

The topics of this part in Book 2 are covered in Lesson 8 (Birthday Celebration) and Lesson 19 (The Great Celebration).



# Lesson Plan for Lesson 1



## Lesson 1

### Heavenly Gifts Divine Gifts

#### NOTES ON THE LESSON

The first lesson on knowing God is about a class in which students have received their textbooks at the beginning of the year and the teacher asks the students about the title of the textbook, Heavenly Gifts, and talks with them about divine bounties and blessings.

Building up on students' experience and attitudes about natural phenomena the teacher will be able to create a better feeling in them about the world and what has been divinely given to mankind. The bounties to which reference have been made are in students' surroundings and they all have pleasant feelings about them and making use of them. Those divine bounties have been selected from those noticed in their daily lives: the sun, rain (natural phenomena), parents (best examples of kindness), eyes and hands (the most noticeable and useful bounties of human body). Respected teachers are therefore requested to illustrate the lessons by a variety of examples and thereby help the students in attaining the objectives of the lesson.

#### OBJECTIVES OF THE LESSON

1. Familiarity with divine kindness by appreciating His bounties;
2. Reinforcement of students' pleasant feelings about divine bounties;
3. The students will look into and talk about the abundant beautiful things and bounties divinely bestowed upon us;
4. The students will talk about the divine bounties bestowed upon them (reference to the domain of self-discovery).

28

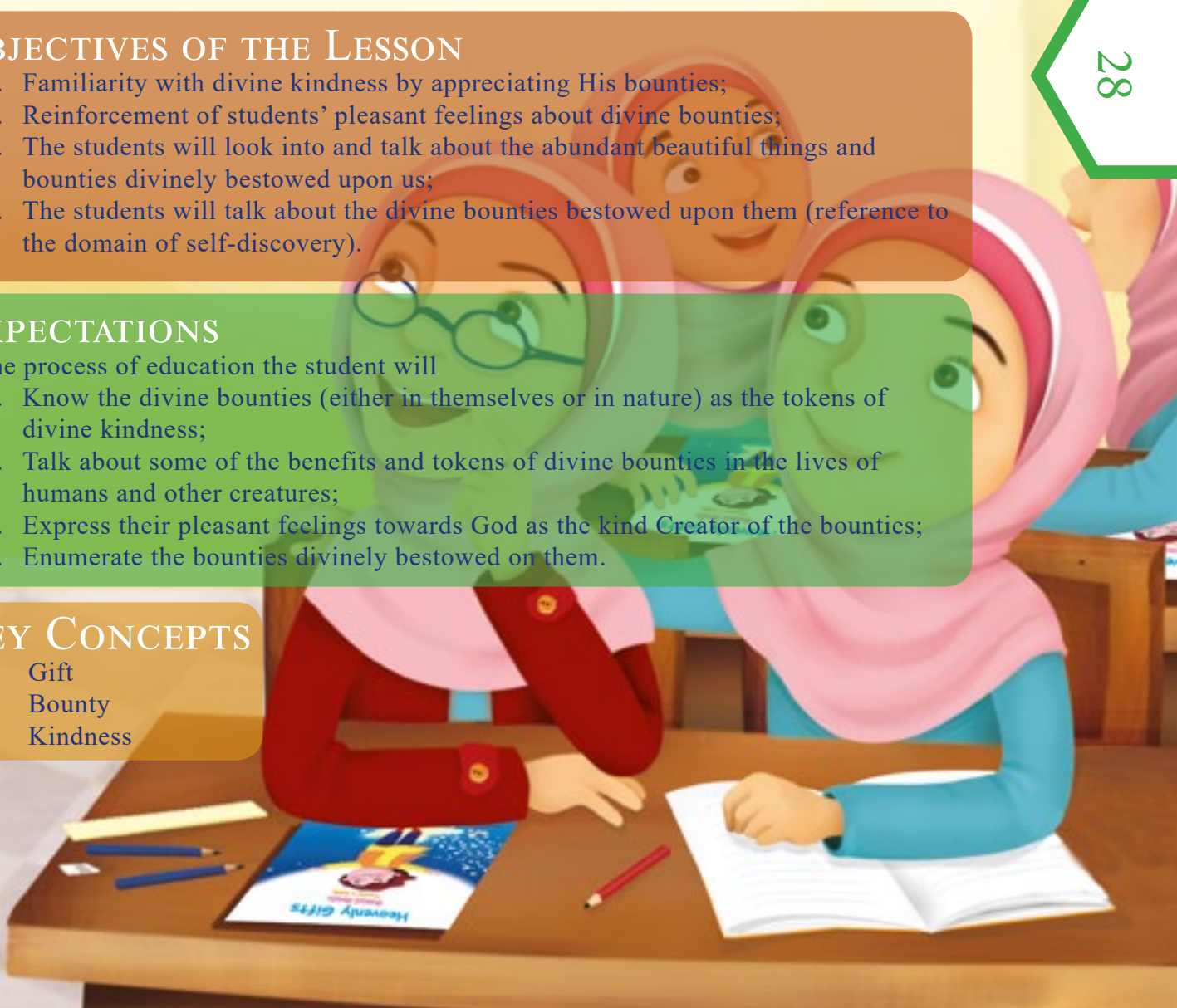
#### EXPECTATIONS

In the process of education the student will

1. Know the divine bounties (either in themselves or in nature) as the tokens of divine kindness;
2. Talk about some of the benefits and tokens of divine bounties in the lives of humans and other creatures;
3. Express their pleasant feelings towards God as the kind Creator of the bounties;
4. Enumerate the bounties divinely bestowed on them.

#### KEY CONCEPTS

- Gift
- Bounty
- Kindness



## Stages of Teaching

### Suggestions for an appropriate beginning

The suggested methods and activities in this part may help respected teachers in the following domains:

- Building up on the student's knowledge of the topics covered in the lesson; in other words, assessment of the student's preparedness and knowing the preliminaries required to learn the lesson;
- Discussion on the title of the lesson.

**N.B.** These methods are simply suggestions and you may make the appropriate changes to them by your creativity, taste, choice and due consideration of the students' indigenous culture and environment.

The best way to have an appropriate beginning is to create questions in the minds of children.

- It would be a good idea to familiarize the students with the concept of gift and giving gifts by asking questions like: What is a gift?
- What could be considered as a gift?
- To whom do we give gifts?
- Why do we like those who give us gifts?
- What gift do you give to your friends?
- How do we thank those who give us gifts?

You may talk with the students about your childhood and the gifts which you received or gave.

**N.B.** In order to generalize the concept of gift in their mind, you may attract their attention to beautiful things in the world.



### **Suggestion for selecting an appropriate teaching methodology**

**Read the lesson or ask the students to read it.**

**It would be a good idea to ask the students, a few days before the lesson, to collect pictures of fruits, plants, animals, and natural phenomena (the sun, the moon) and bring them to class. They may talk in their groups about those pictures and the benefits of those things. What would happen if they did not exist? You may ask them to exchange their views in class. Direct their discussion so that each of them shows the picture of a divine bounty (gift) and enumerates its benefits.**

## Activities to be carried on after the lesson

**I think:** Ask the students to express their views about the final question of the lesson. Try to direct their answers to enumerating some of the bounties referred to in Notes on the Lesson.

**I like:** Ask them to express in one sentence their feelings about the one who bestowed all those bounties. The concept of expressing gratitude is mentioned in the book. You may ask them about ways of expressing gratitude.

**N.B.** It goes without saying that asking students questions plays a significant role in reinforcement of learning, but it is not required that all their replies be the same.

In carrying out these activities the teacher, above all, must emphasize the students' creativity and innovation. The result of each of the students in carrying out the final activities will be, therefore, noticeably different from those of others. Similarly, their feelings and attitudes towards the subject of activity are important and may affect their carrying out the activities. The important point is that the students must make the most of their abilities in carrying out each activity that will be naturally different from those of others.

It would be a good idea to talk with the students before carrying out any activity. The teacher may draw a few circles on the board and ask the students to use those circles to depict some beautiful things in nature. One of those beautiful things could be the sun. Then, questions could be asked about the features of the sun (brightness, warmth, beauty, giving life, etc.) in order to direct the course of discussion so that the students say what would happen if there were no sun and they could exchange their views in that respect.

**Let's Talk:** They can talk about one of the most important divine bounties, i.e. the sun.

**Role Play:** The students can play an act about what would happen in their lives if the divine bounty of water were non-existent.

**Search and Find:** The students look carefully at an image and write down examples of divine beautiful gifts (bounties), e.g. mountains, grass, the sky, water (river), snow, and stone.

## Assessment

Assessment of all the lessons of Heavenly Gifts will require an assessment of all the individual and group activities of the students (including class activities, activities at the end of lessons, homework, expression of feelings, creativity, innovation, etc.) carried out throughout the year.

**N.B.** What is of prime importance in the following assessment is to plan in advance and carry out appropriate activities for each student and for groups of students who, owing to different reasons, failed to attain the expectations of the lesson(s). Each student will have the opportunity, in this process, to further their knowledge.

Main Topics	General Objectives	Lesson Number	Attainment of Goals	Result Levels	
Knowing God and Self-Discovery	- Familiarity with divine kindness - Familiarity with divine bounties Familiarity with oneself	1	Considering what we have as divine gifts / bounties Expressing gratitude for divine bounties Making examples of divine bounties in oneself as the beloved of God	Excellent	Makes references to various examples of divine bounties in addition to those mentioned in the textbook Writes a short passage in expressing gratitude for divine bounties Makes various examples of divine bounties bestowed on them as the beloved of God
				Good	Makes some examples of divine bounties besides what is mentioned in the textbook Expresses gratitude for divine bounties in a few sentences Makes some examples of divine bounties bestowed on them as the beloved of God
				Average	Makes the examples of divine bounties mentioned in the textbook Expresses gratitude for divine bounties in a few simple sentences Makes an example of divine bounties bestowed on them as the beloved of God
				In need of further learning and making further effort	Helped by the teacher makes a few examples of divine bounties that are mentioned in the textbook Expresses gratitude for divine bounties in a simple sentence Helped by the teacher makes an example of divine bounties bestowed on them as the beloved of God

## What the Teacher Should Know

1. To make the students further familiar with divine bounties, you can attract their attention to various divine bounties through questions and answers. You may use riddles (for further details on riddles, see the Teacher's Manual DVD produced by the Department of Educational Technology).
2. It is unfortunate that some children have been taught inaccurate material at home about God and they live in fear of Him. For instance, when a child does something wrong, their parents sow the seeds of fear in their heart by frequently saying, "If you do that God will cast you into hell".

The child thus knows God as a fiery being seeking the opportunity to cast people into fire. It is unfortunate that many parents frequently use the same inappropriate words.

An attempt is made in primary school religious textbooks to depict a true picture of God and thus erase the fearful picture from their minds. The child will therefore know God as depicted in the Holy Qur'an – the Creator who is Compassionate and Merciful to His servants so that His punishment derives from His Compassion and Mercifulness.

The divine attributes of Compassion and Mercifulness are above all emphasized in Heavenly Gifts (Book 2) and other religious textbooks of the same level. The student will become familiar with the warning aspects of God in higher levels (junior and senior high school), but, as it was mentioned above, such aspects reflect divine grace and compassion to His servants and they are used for warning them from stepping on the path leading to untruth.

3. In reference to the previous point, we make references to divine bounties to show His Compassion and Mercifulness to His servants, in that divine bounties are tokens of divine Grace and Compassion to human beings. This is reflected on page 9 of this lesson: "The teacher said, 'It is God who loves us very much and has given us many bounties'". The student is encouraged in this sentence to note that God immensely loves His servants. He is very kind to them and has provided them with so many good and beautiful bounties. In other words, divine bounties, in this lesson, are tokens of divine kindness and love to servants.
4. Another objective implied in this lesson is that the student considers God as his friend, in that instead of imagining God as a creator in far off places he will take Him as a kind friend and understand, within their bounds of understanding, that God is very close to them and they can easily related to Him as their friend and confidant.

The teacher can explain this point with reference to this sentence on page 9: “It is God who loves us immensely”. In other words, the teacher can say to the student, “Now that God love us so much, we must love Him and listen to Him like a kind friend.

5. We human beings are immersed in divine bounties; as a result, we ignore the significance of those bounties and we fail to appreciate them. As a remedy to such neglect, a strategy recommended in the Qur’an and hadith is to make use of the privative (salbī) method, in that one needs to consider the consequence of not having a bounty. For instance, it is asked in Sūrat al-Wāqi‘ah (56) that what would human beings do if the ever-flowing water which we use every day sank into the depth of the earth?

Such warnings make us pay attention to the bounties used regularly by us without our appreciating their value. The same method has been used in this lesson, in that reminding the student of the consequences of lack of some bounties (e.g. the sun and water) will lead to making them aware of the adverse consequences of inaccessibility to those bounties (it is treated in the activity of discussion and playing an act).

6. Another objective implied in this lesson is to make the student pay attention to their surroundings as divine bounties and tokens of kindness. In other words, we intend to make him aware of the beings in his surroundings individually and consider everything as divine bounties and gifts. When the student is enabled to look at their surroundings from a positive view, they will consider them as divine trust, and notice that they are responsible for the preservation of bounties and gifts. Such view is encouraged in this lesson and in the activity Search and Find on page 11.



# Lesson 2

## What Do the Birds Say?

### OBJECTIVES OF THE LESSON

1. Familiarity with divine kindness;
2. Encouraging the student to develop a feeling of, interest in, and love for God and His kindness;
3. Expressing gratitude to God for the abundant bounties divinely bestowed on us.

### EXPECTATIONS

The student, in the process of education, will

1. Consider all good and beautiful things (e.g. sparrows, the sun, stars, and the sky) as divine bounties;
2. Express gratitude, in simple words, to God for His innumerable bounties.

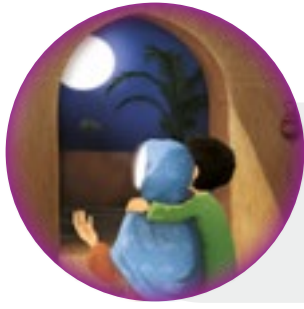
### KEY CONCEPTS

- Prayer
- Gratitude

### ASSESSMENT

Main Topics	General Objectives	Lesson Number	Attainment of Goals	Result Levels	
Knowing God	- Familiarity with divine kindness - Familiarity with divine bounties	2	Considering what we have as divine gifts / bounties Expressing gratitude for divine bounties	Excellent	Makes references to various examples of divine bounties in addition to those mentioned in the textbook Writes a short passage in expressing gratitude for divine bounties
				Good	Makes some examples of divine bounties besides what is mentioned in the textbook Expresses gratitude for divine bounties in a few sentences
				Average	Makes the examples of divine bounties mentioned in the textbook Expresses gratitude for divine bounties in a few simple sentences
				In need of further learning and making further effort	Helped by the teacher makes a few examples of divine bounties that are mentioned in the textbook Expresses gratitude for divine bounties in a simple sentence





# Lesson 3

## Memory of the Moon

### OBJECTIVES OF THE LESSON

1. Encouraging the student to develop an interest in and love for God, the Most Compassionate;
2. Familiarity with prayer as a medium of talking with God;
3. Familiarity with prayer as a means of expressing one's requests.

### EXPECTATIONS

The student, in the process of education, will

1. Consider God as the origin of granting their wishes and answering their prayers; [p. 21]
2. Consider praying as a way of talking with God, the Most Compassionate;
3. Talk with God and expresses their requests in a simple prayer.

### KEY CONCEPTS

- Prayer

### ASSESSMENT

Main Topics	General Objectives	Lesson Number	Attainment of Goals	Result Levels	
Knowing God	- Familiarity with prayer as a means of talking with God	3	Asking God to answer their prayers	Excellent	Writes a short passage in which they pray to God to grant their wishes
				Good	Writes a few sentences in which they pray to God to grant their wishes
				Average	Writes a simple sentence in which they pray to God to grant their wishes
				In need of further learning and making further effort	Helped by the teacher writes a simple sentence in which they pray to God to grant their wishes



## Lesson 4

### More Merciful than a Mother



#### OBJECTIVES OF THE LESSON

1. Appreciating kindness and love in the student's surroundings;
2. Observing and distinguishing examples of kindness and love in their surroundings;
3. Familiarity with divine kindness towards beings, in particular human beings (paying attention to self-discovery);
4. Familiarity with the fact that God loves immensely His servants (paying attention to self-discovery).

#### EXPECTATIONS

The student, in the process of education, will

1. Enumerate tokens of kindness of individuals and the phenomena in their surroundings;
2. Express gratitude to kind people and appreciate their kindness;
3. Express his feelings about the kindnesses of people around him and the phenomena in their surroundings;
4. Make references to examples of divine kindness to beings and humans;
5. Express their gratitude to God who loves His servants and is kind to them.

#### KEY CONCEPTS

- Kindness
- The kindest of all kind beings



## ASSESSMENT

Main Topics	General Objectives	Lesson Number	Attainment of Goals	Result Level	
Knowing God Self-discovery The Holy Qur'an	Appreciation of divine kindness -Familiarity with oneself Familiarity with the Qur'anic message	4	Making examples of kindnesses of individuals and the phenomena in their surroundings Making examples of divine bounties in their being as the beloved of God Expressing the meaning of the Qur'anic message covered in the lesson	Excellent	Makes various examples of kindnesses of individuals and phenomena in their surroundings Makes diverse examples of divine bounties bestowed on them as the beloved of God. Reads the Qur'anic message and explains it
				Good	Makes examples of kindnesses of individuals and phenomena in their surroundings. Makes examples of divine bounties bestowed on them as the beloved of God. Reads the Qur'anic message and expresses its meaning
				Average	Makes examples of kindnesses of individuals and phenomena in their surroundings. Makes an example of divine bounties bestowed on them as the beloved of God. Expresses the meaning of the Qur'anic message
				In need of further learning and making further effort	Helped by the teacher makes an example of kindnesses of individuals and phenomena in their surroundings. With the help of the teacher makes an example of divine bounties bestowed on them as the beloved of God. With the help of the teacher expresses the meaning of the Qur'anic message



## Lesson 5

### I Make Ablution (wudu)



#### OBJECTIVES OF THE LESSON

1. Familiarity with wuḍū and when we should perform it;
2. Encouraging the student to develop a pleasant feeling about performing wuḍū;
3. Ability to perform wuḍū with due consideration for its conditions and the order and stages of performing it;
4. Familiarity with the fact that wuḍū leads to cleanliness (paying attention to self-discovery).



#### EXPECTATIONS

The student, in the process of education, will

1. Enumerate the parts and stages of performing wuḍū in the proper order;
2. Be able to perform wuḍū with due consideration for its conditions and the order of its stages;
3. Enumerate the cases where a Muslim needs to perform wuḍū;
4. Pay attention to the cleanness of his hands and face before performing wuḍū.

#### KEY CONCEPTS

- Wuḍū
- Muezzin
- Cleanliness





## ASSESSMENT

Main Topics	General Objectives	Lesson Number	Attainment of Goals	Result Levels	
Rules and Precepts Self-discovery	Familiarity with performing wuḍū Awareness of the need to keep oneself clean	5	Performing wuḍū accurately Making effort to be clean	Excellent	Knows different times when one should perform wuḍū and also knows the parts and stages in their proper order and is able to perform it appropriately
				Good	Knows some of the times when one should perform wuḍū and also knows the parts and stages in their proper order and is able to perform it correctly
				Average	Expresses the necessity of performing wuḍū before performing ṣalāt and reading the Qur'an and is able to perform it correctly Makes effort to be clean
				In need of further learning and making further effort	Helped by the teacher is able to perform wuḍū Encouraged by the teacher makes effort to be clean





# Lesson 6

## Prophets of God

### OBJECTIVES OF THE LESSON

1. Familiarity with the names of the great messengers of God;
2. Making effort to gain further familiarity with the great messengers of God;
3. Developing an interest in and a sense of respect for the great messengers of God;
4. Making effort to gain further familiarity with the great messengers of God.

### KEY CONCEPTS

- Great messengers of God
- Guidance

### EXPECTATIONS

The student, in the process of education, will

1. Name the great messengers of God;
2. Develop and interest to learn more about the great messengers of God;
3. Express some of the duties of the great messengers of God.

### ASSESSMENT

Main Topics	General Objectives	Lesson Number	Attainment of Goals	Result Levels	
Prophethood	Familiarity with the great messengers of God	6	Naming the great messengers of God and holding them in esteem	Excellent	Enumerates the great messengers of God in their proper order and in holding them in esteem and relates a story of the life of each of them
				Good	Enumerates the great messengers of God in their proper order and in holding them in esteem and relates a story of the life of each of them
				Average	Enumerates the great messengers of God and holds them in esteem
				In need of further learning and making further effort	Helped by the teacher enumerates the great messengers of God and holds them in esteem



# Lesson 7

## Little Guests

### OBJECTIVES OF THE LESSON

1. Familiarity with the Prophet's kind treatment of children;
2. Encouraging the student to develop a sense of affection and respect for the Prophet;
3. Making effort to gain further familiarity with the Prophet's kind treatment of children.

### KEY CONCEPTS

- The Prophet's kindness

### EXPECTATIONS

The student, in the process of education, will

1. Make examples of the Prophet's kindness to children
2. Express their affection for children in their own words;
3. Relate the stories about the Prophet's good conduct.

### ASSESSMENT

Main Topics	General Objectives	Lesson Number	Attainment of Goals	Result Levels	
Prophethood	Familiarity with the Prophet's kindness to children	7	Making an example of the Prophet's kindness to children	Excellent	Holding the Prophet in esteem makes an example of his kindness to children
				Good	Holding the Prophet in honor makes an example of his kindness to children
				Average	Holding the Prophet in honor makes an example of his kindness to children as mentioned in the textbook
				In need of further learning and making further effort	Helped by the teacher makes an example of his kindness to children as mentioned in the textbook

# Lesson 8

## Birthday Anniversary



### OBJECTIVES OF THE LESSON

1. Familiarity with an Islamic feast (the Feast of the Prophet's Birth);
2. Familiarity with the names of the Prophet's parents;
3. Developing a sense of affection and respect for the Prophet;
4. Developing an interest in and making effort to gain further familiarity with the Prophet of the Islamic faith.

43

### EXPECTATIONS

The student, in the process of education, will

1. Develop an interest in taking part in the feast commemorating the birth of the Prophet of the Islamic faith;
2. Cooperate in holding this feast in school, at the mosque, and/or at home;
3. Develop an interest in gaining further familiarity with the Prophet's conduct and manners;
4. Collects data, within the framework of a simple study, about the Prophet's life, conduct, and manners.

### KEY CONCEPTS

- The Prophet Muhammad
- Birth
- Celebration
- Ṣalawāt



## ASSESSMENT

Main Topics	General Objectives	Lesson Number	Attainment of Goals	Result Levels	
Prophethood Islamic ceremonies	Familiarity with the Prophet of the Islamic faith Holding him in esteem Familiarity with the feast commemorating the birth of the Prophet	8	Expressing some information about the Prophet and holding him in esteem Taking part at the feast commemorating the birth of the Prophet	Excellent	Provides information about the Prophet in a few sentences and utters a ṣalawāt upon hearing his name Cooperates in holding the feast commemorating the birth of the Prophet
				Good	Provides information about the Prophet in a few sentences and utters a ṣalawāt upon hearing his name Cooperates in holding the feast commemorating the birth of the Prophet
				Average	Provides information about the Prophet in a sentence and utters a ṣalawāt upon hearing his name Takes part at the feast commemorating the birth of the Prophet
				In need of further learning and making further effort	Helped by the teacher provides information about the Prophet in a sentence and utters a ṣalawāt upon hearing his name With the teacher's help takes part at the feast commemorating the birth of the Prophet



**MSEN Heavenly Gift Book 3**  
Ages 8 years old  
Teachers Guide



# Lesson 1

## Sarah and the Shadow

### NOTES ON THE LESSON

In the first lesson from the series of lessons on knowing God, included in Heavenly Gifts (Grade 3), a few examples of human material needs will be presented in a story. A sense of satisfaction resulting from satisfying an individual's need will be emphasized in this lesson.

Sarah is a small child who while playing in a park notices something strange – a shadow that imitates whatever she does. Her conversation with her shadow shows that despite knowing the name of the shadow, Sāyih, she is not totally familiar with its features yet and is not fully aware of the shadow's dependence on the person it follows. In talking to the shadow she compares her needs with its needs.

She does not know that, contrary to human beings, a shadow does not need anything, but it is humans who have the most diverse needs. After a while, the small child gets tired of her talking with the silent shadow and looks for something to quench her thirst and hunger. She enjoys eating food and drinking water. She also notices that her friend, the shadow, becomes neither hungry nor thirsty and, as a result, is deprived of the joy of its needs being satisfied.

The student, by reading this lesson, will come to the conclusion that any being has its own needs. They also learn that satisfaction of needs creates a sense of joy and pleasure.

46

### OBJECTIVES OF THE LESSON

1. Familiarity with some human (material) needs;
2. Paying attention to the possibilities of satisfying needs that are at their disposal;
3. Paying attention to the pleasure arising from satisfying needs.

### EXPECTATIONS

The student, having learned Lesson 1, will

1. Compare the needs of Sarah and the shadow;
2. Express their view about Sarah's words with her shadow;
3. Prepare a list of human needs;
4. Make references to some examples of their needs;
5. Explain the manner of satisfying some human needs;
6. Express their satisfaction following satisfying their needs.

### KEY CONCEPTS

- Examples of human needs (laying emphasis on material needs)
- Feeling of satisfaction (resulting from satisfying needs)

## ASSESSMENT

Objectives Student ...	Levels and domains of teaching-learning  Activities  Student	Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
To know about satisfying some human material needs and the means of satisfying them	Compares the needs of Sarah and the shadow			*	
	Expresses views about the contents of Sarah's words with her shadow				*
	Makes examples of some of their needs	*			
	Prepares a list of some human needs	*			
To pay attention to satisfaction of their needs	Explains their feeling of satisfaction following satisfying their needs				*
To recognize the possibilities of satisfying their needs which are available to them	Explains the manner of satisfying some human needs	*			

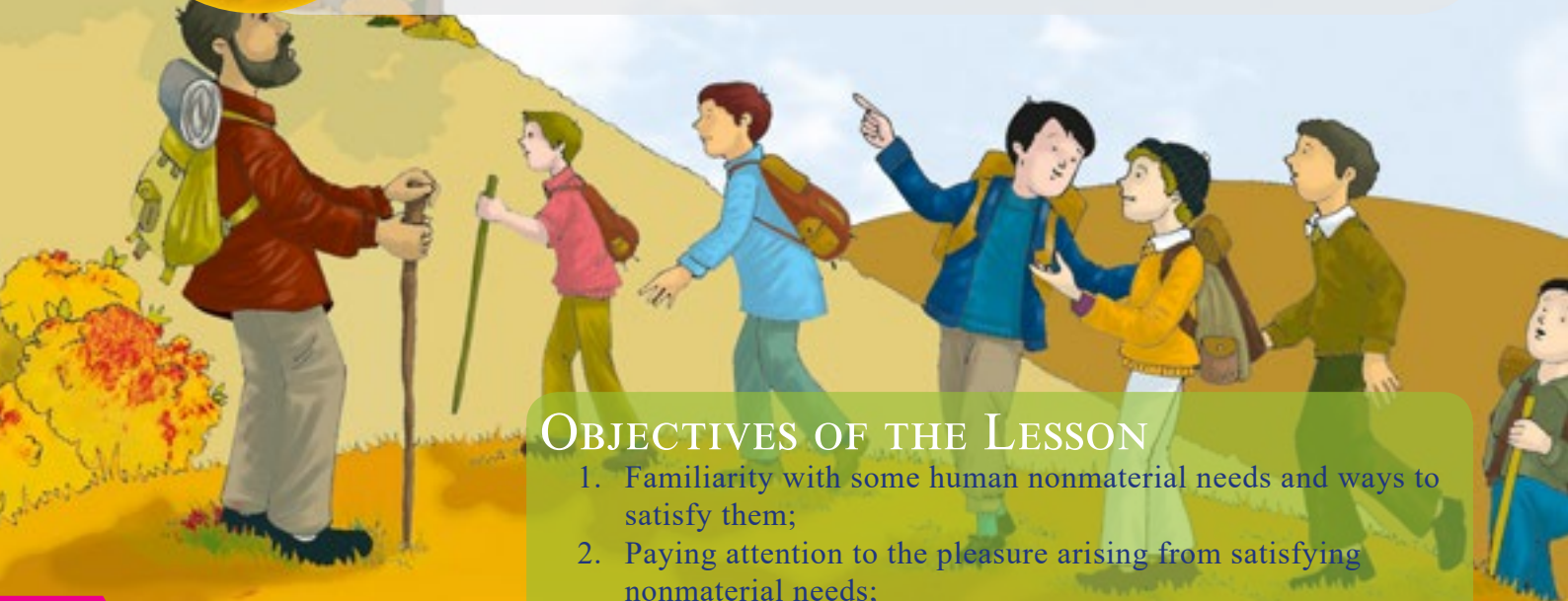


## QUESTION: WHAT IS THE SIGNIFICANT REQUIREMENT FOLLOWING ASSESSMENT

**Answer:** Making appropriate plans in advance and carrying them out individually and in group for children who have, owing to different reasons, failed to attain the objectives of the lesson. Carrying out this process must, in some way or another, ensure that each student is provided with an opportunity to complete what they have learned. Encouraging the students to carry out complementary or make up activities will require providing them with the results. They cooperate in completing what they have learned provided that they understand that they need to carry out further activities.

## Lesson 2

### The School Field Trip



#### OBJECTIVES OF THE LESSON

1. Familiarity with some human nonmaterial needs and ways to satisfy them;
2. Paying attention to the pleasure arising from satisfying nonmaterial needs;
3. Distinction of the possibilities provided for satisfying nonmaterial needs.

49

#### EXPECTATIONS

The student, by learning Lesson 2, will

1. Prepare a list of the needs of the characters in the story (in the course of their field trip);
2. Express the feelings of the students of the school in the Village of the Sun (when encountering a problem and finding solution to it);
3. Express views on the way the teacher and the students tackle with a problem;
4. Enumerate some nonmaterial human needs (e.g. having affection for others, seeking help from others when encountering problems, helping others when necessary, security, and peace of mind) and the ways to satisfy them;
5. Express their feelings, in a short piece of writing, after satisfying a need;
6. Fill in the blank in the story together with their friends.

#### KEY CONCEPTS

- Need (emphasis is laid on emotional and spiritual needs)
- Feeling of security and peace of mind (arising from satisfying emotional and spiritual needs)

# ASSESSMENT

Objectives Student ...	Levels and domains of teaching- learning Activities Student	Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
To know about some nonmaterial human needs	Prepares a list of the needs of characters in the story (in the course of the field trip)			*	
	Mentions some nonmaterial human needs (e.g. having affection for others, seeking help from others in encountering problems, helping others when necessary, security, and peace of mind) and how to satisfy them			*	
	Fills in the blank in the story together with their friends			*	
To know the possibilities for satisfying their needs	Depicts the feelings of the students of the school in the Village of the Sun (in encountering a problem and finding a solution to it)				*
	Expresses their feeling, in a short piece of writing, after satisfying a need			*	
To recognize the possibili- ties of satis- fying human needs	Judges about the way the teacher and the students tackled with a problem				*



## Lesson 3

### The kindest Friend

#### OBJECTIVES OF THE LESSON

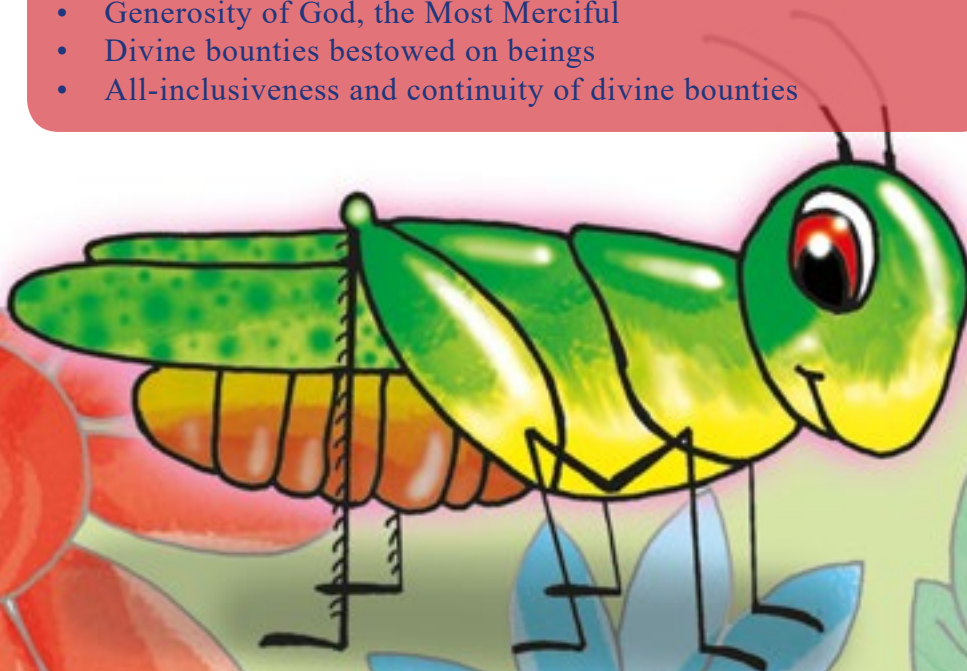
1. Familiarity with some opportunities and abilities divinely provided for all creatures;
2. Familiarity with some human abilities;
3. Familiarity with the concept of bounty (as the factor leading to satisfying human needs provided by God);
4. Developing affection for God as the One who bestows all bounties on humans and other beings.

#### EXPECTATIONS

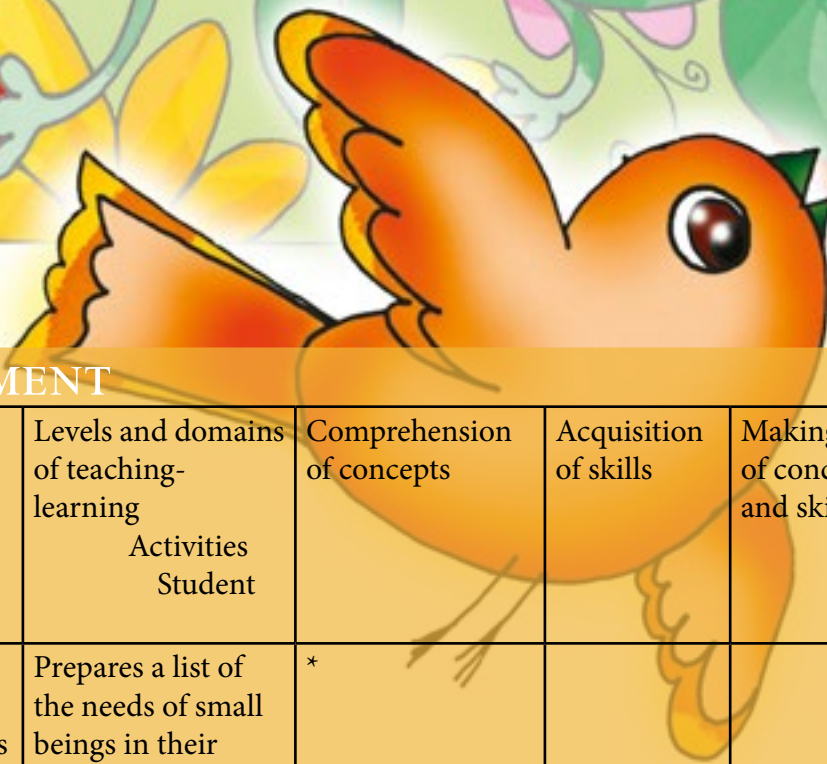
1. The student, having learned Lesson 3, will
2. 1. Prepare a list of the needs of small beings in their surroundings and also a list of abilities of those beings;
3. 2. Enumerate some of the bounties (opportunities and abilities) that are divinely bestowed on them;
4. 3. Express their feeling and attitude towards God as the One who satisfies the needs of beings;
5. 4. Provide a detailed answer to this question: What would happen if we were not remembered by God?
6. 5. Express their view about the title of the lesson – The Kindest Friend.

#### KEY CONCEPTS

- Generosity of God, the Most Merciful
- Divine bounties bestowed on beings
- All-inclusiveness and continuity of divine bounties







## ASSESSMENT

Objectives Student ...	Levels and domains of teaching- learning Activities Student	Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
To know some of the opportunities and abilities divinely bestowed on different beings	Prepares a list of the needs of small beings in their surroundings and a list of the abilities of those beings	*			
To know the concept of bounty as satisfying human needs provided for him by God	Enumerates some of the bounties (opportunities and abilities) divinely bestowed on them			*	
	Expresses their feeling and attitude about God as the One who really satisfies all the needs of beings				*
To express their affection for God as the One who bestows all bounties on human beings	Provides a detailed answer to this question: What would happen if God did not remember us?				*
	Expresses their view about the title: The Kindest Friend				*



## Lesson 4

### Always with Me

#### OBJECTIVES OF THE LESSON

1. Familiarity with God as the one who bestows all bounties on mankind;
2. Developing a feeling of affection for God, the Most Merciful, the Most Compassionate;
3. Expressing gratitude to God for the abundant bounties that He has bestowed on us.

#### EXPECTATIONS

The student, having learned the lesson, will

1. Express the general meaning of bounty;
2. Prepare a list of material and nonmaterial bounties (bestowed by God on mankind);
3. Express their feeling, in the form of artwork, about God (as the only one who remembers human beings at all times) and His bounties;
4. Look for and explain the ways of expressing gratitude to God (for His bounties);
5. Write a prayer-like passage to express their feelings about God, the Most Merciful, the Most Compassionate.

#### KEY CONCEPTS

- Bounty
- Divine bounties (as tokens of God's compassion and mercy to beings)
- Prayer (talking with God and asking Him for help)

## ASSESSMENT

Objectives Student ...	Levels and domains of teaching-learning Activities Student	Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
To know God as the one who bestows all bounties on mankind	Explains the general meaning of bounty	*			
	Prepares a list of material and nonmaterial bounties (bestowed by God on mankind)			*	
To express their feelings towards God as the one who bestows all bounties	Depicts their feelings towards God, in the form of artwork, as the only one who remembers mankind at all times and depicts His bounties			*	
To recognize the possibilities of satisfying human needs	Looks for and explains the ways of expressing gratitude to God (for the bounties He bestowed on mankind)			*	
	Writes a short prayer in which he talks to God, the Most Compassionate, the Most Merciful, and expresses his feelings towards Him				*



## Lesson 5

### Cultures of the World

#### OBJECTIVES OF THE LESSON

1. Familiarity with diverse clothes and their conformity to different cultures and situations;
2. Familiarity with Muslims' particular clothes (generally referred to as hijāb);
3. Encouraging students to have a positive view of Islamic dress code.

#### EXPECTATIONS

The student, having learned the lesson, will

1. Study the diversity of clothes used by people in different parts of the world;
2. Compare the clothes of people inhabiting different parts of the world (in terms of their differences and similarities);
3. Explain the clothes and hijāb of Muslim women and men;
4. Recognize “Muslims’ clothes covering their bodies” as the main feature of their clothes;
5. Relate between different situations and the clothes conforming to them.

#### KEY CONCEPTS

- Proper clothes
- Recognizing different situations in wearing clothes



## ASSESSMENT

Objectives Student ...	Levels and domains of teaching- learning  Activities Student	Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
To know the diversity of clothes and their conformity to different cultures	Studies the diversity and variety of clothes used by people in different parts of the world	*			
	Compares clothes used by people in different parts of the world (in terms of their differences and similarities)			*	
To know the meaning of ḥijāb and the features of Muslims’ clothes covering their bodies	explains the forms of clothes and ḥijāb used by Muslim women and men	*			
	Recognizes “Muslims’ clothes covering their bodies” as the main feature of their clothes			*	
	Connects different situations with the clothes used in them				*
To develop an interest in following the Islamic dress code	Expresses their interest in using the Islamic dress code				*



# Lesson 6

## The Best Decision

### OBJECTIVES OF THE LESSON

1. Familiarity with the concept of order and discipline in everyday life;
2. Familiarity with some instances of order and discipline in daily life;
3. Making effort to use order and discipline in their daily life.

57

### EXPECTATIONS

The student, having learned the lesson, will

1. Enumerate instances of order and discipline in their daily life;
2. Recognize instances of order and discipline from among different instances;
3. Enumerate the benefits and results of having order in daily life;
4. Talk about adverse consequences of disorder in daily life with reference to enumerated instances;
5. Express their feelings when noticing disorder in their own as well as other people's conduct and behaviors;
6. Make suggestions about maintaining order and discipline in life.

## KEY CONCEPTS

- Order and discipline (doing everything in its proper time, putting everything in its proper place)
- Making decisions for doing good deeds

## ASSESSMENT

Objectives Student ...	Levels and domains of teaching- learning Activities Student	Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
To know the concept of order and discipline in their everyday life	Provides examples of maintaining order and discipline in their daily life	*			
	Recognizes instances of order and discipline from diverse instances			*	
To develop an interest in maintaining order and discipline in everyday life	Enumerates the benefits of maintaining order in life	*			
	Explains the adverse consequences of disorder in life with reference to enumerated instances				*
	Expresses their feeling when notices disorder in his behavior as well as others				*
To make effort to maintaining order and discipline in daily life	Makes suggestions about maintaining order and discipline in life				

## Lesson 7

### The Blessed Child



#### OBJECTIVES OF THE LESSON

1. Familiarity with some character traits of the Prophet of the Islamic faith in his childhood;
2. Familiarity with uttering ṣalawāt as a way of honoring the Prophet of the Islamic faith.

59

#### EXPECTATIONS

The student, having learned the lesson, will

1. Explain in short the meaning of barakah (blessing) in their own words;
2. Talk about examples of the effects and blessings of the Prophet of the Islamic faith in his infancy on Ḥalīmah's family;
3. Compare the status of Ḥalīmah's family before and after adopting Muḥammad;
4. Utter ṣalawāt when the name of the Prophet is mentioned;
5. Explains the meaning and usage of ṣalawāt.



## KEY CONCEPTS

- Barakah (blessing)
- Ṣalawāt

## ASSESSMENT

Objectives Student ...	Levels and domains of teaching-learning Activities Student	Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
To know some character traits of the Prophet of the Islamic faith in his childhood	Explains in short the meaning of barakah in their own words	*			
	Talks about the effects and blessings of the Prophet on Ḥalimah's family			*	
	Makes comparison between the family status of Ḥalimah before and after adopting the Prophet				*
To consider uttering ṣalawāt as a token of honoring the Prophet	Utters ṣalawāt as token of honoring the Prophet				
	Explains the meaning and usage of ṣalawāt				



## Lesson 8

### Prophet Muhammad's Childhood



#### OBJECTIVES OF THE LESSON

1. Familiarity with an example of the Prophet's good conduct in his childhood;
2. Developing interest in and respect for the Prophet;
3. Making effort to set the Prophet of the Islamic faith as role model.

#### KEY CONCEPTS

- Kindness
- Interest in working and making effort

#### EXPECTATIONS

The student, having learned the lesson, will

1. Make their inferences from the stories;
2. Express their feelings about the Prophet's treatment of others (according to the lesson);
3. Tell the story from the point of view of Ḥalīmah, her children, and others;
4. Express their view, within a group activity, about the Prophet's treatment of and feelings towards his brothers;
5. Relate the concepts learned from the previous lesson with the story in this lesson;
6. Express their view of the Prophet's treatment of his nurse, Ḥalīmah;
7. Study and gain further familiarity with the Prophet's treatment of others in his childhood;
8. Choose a title, within an individual or group activity, appropriate to the lesson and its objectives.

## ASSESSMENT

Objectives Student ...	Levels and domains of teaching-learning Activities Student	Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
To know examples of the Prophet's treatment of others in his childhood	Expresses their understanding of the story	*			
	Relates the story from first person point of view in the words of Ḥalimah, her children, and others			*	
	Relates the concepts learned in the previous lesson with the story in this lesson			*	
To express interest in and respect for the Prophet	Expresses their feelings about the Prophet's treatment of others (according to the lesson)				*
	Expresses their views, in a group discussion, about the Prophet's treatment of and feelings about his brothers				*
	Chooses, in a group activity, a title in regard to the lesson and its objectives				



## Lesson 9

### I am Baligh



#### OBJECTIVES OF THE LESSON

1. Familiarity with the laws of establishing ṣalāt required for the correctness of performing it;
2. Familiarity with performing two-, three-, and four-rak'ah ṣalāts.
3. Encouraging students to perform ṣalāt;
4. Performing three- and four-rak'ah ṣalāts with due observance of their requirements.

63

#### KEY CONCEPTS

- Ṣalāt
- Prayer (du'ā)



#### EXPECTATIONS

1. Explains some of the laws and precepts of obligatory ṣalāts (for female students);
2. Is quite familiar with uttering the sentences and the acts required in performing ṣalāt;
3. Considers performing ṣalāt as a token of their maturity and growth.



## ASSESSMENT

Objectives Student ...	Levels and domains of teaching- learning  Activities Student	Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
To know the laws and precepts of performing ṣalāt	Knows some of the laws and precepts for performing obligatory ṣalāts (for female students)	*	*		
To know the correct way of performing three- and four rak‘ah ṣalāts	Knows well the sentences and acts required in performing ṣalāt			*	
To develop an interest in performing obligatory daily ṣalāts	Considers performing ṣalāt as a token of their maturity and growth				*



## Lesson 10

A young daughter's first steps into---

### OBJECTIVES OF THE LESSON

1. Familiarity with religious obligations (taklīf);
2. Familiarity with the laws of obligations (for female students);
3. Developing an interest in taking part in the celebration ceremony of religious obligations;
4. Cooperation in holding the celebration ceremony of religious obligations.

### EXPECTATIONS

The student, having learned the lesson, will

1. Explain the meaning of reaching the age of religious obligations;
2. Express some Islamic religious obligations following reaching the age of honoring such obligations;
3. Cooperate with their friends in holding the celebration ceremony of religious obligations (in female schools);
4. Explain the precepts of holding the celebration ceremony of reaching the age of religious obligations (simplicity, liveliness, order and discipline, beauty, splendor, etc.).

### KEY CONCEPTS

- Religious obligation (taklīf)
- Religiously obliged (mukallaf)

## ASSESSMENT

Objectives Student ...	Levels and domains of teaching-learning Activities Student	Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
To know the concept of religious obligation and the duties of the religiously obliged	Explains the concept of reaching the age of religious obligation	*			
	Explains some Islamic religious obligations following reaching the age of honoring those obligations			*	
To know the laws and precepts of religious obligation and imitation (for female students)	Explains some laws of religious imitation	*			
To know some features of holding the celebration ceremony of religious obligation	Explains some precepts of holding the celebration ceremony of reaching the age of religious obligations (simplicity, liveliness, order and discipline, beauty, splendor, etc.)	*			
To develop an interest in taking part in the celebration ceremony of reaching the age of religious obligations	Cooperates with their friends in holding the celebration ceremony of reaching the age of religious obligations			*	



# Lesson 11

## Fresh Bread

### OBJECTIVES OF THE LESSON

1. Familiarity with Ḥaḍrat Fāṭimat al-Zahrā' as the best of the women of the world and the mother of the Infallible Imams
2. Developing an interest in and respect for the life and character of Ḥaḍrat Zahrā';
3. Making effort to gaining further familiarity with the life and character of Ḥaḍrat Zahrā'.

67

### EXPECTATIONS

The student, having learned Lesson 11, will

1. Talk about the life, character traits, and moral virtues of Ḥaḍrat Zahrā';
2. Develop an interest in gaining further familiarity with her life, conduct, and moral qualities;
3. Explain the Prophet's love for his daughter, Ḥaḍrat Zahrā'.

### KEY CONCEPTS

- Ḥaḍrat Zahrā'



## ASSESSMENT

Objectives Student ...	Levels and domains of teaching- learning  Activities Student	Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
To know Ḥaḍrat Zahrā' as the best of women in the world and the mother of the Imams	Talks about Ḥaḍrat Zahrā''s life, moral qualities, and good conduct	*			
	Explains the reasons for the Prophet's love for Ḥaḍrat Zahrā'			*	
To show their interest in Ḥaḍrat Zahrā''s life and character	Shows interest in gaining further familiarity with her life, conduct, and moral virtues				*



# Lesson 12

## The Smile of Prophet

### OBJECTIVES OF THE LESSON

1. Familiarity with the significance of preservation of nature and the proper ways of using it (with emphasis laid on taking care of and protecting animals);
2. Assuming responsibilities to protect nature and environment;
3. Making effort to protect nature and using it appropriately.

### EXPECTATIONS

The student, having learned the lesson, will

1. Express their feelings and impression of the Prophet's kindness to animals;
2. Express their understanding of the story;
3. Make examples of good treatment of animals;
4. Make suggestions about protecting animals.

### KEY CONCEPTS

- Protecting animals and being kind to them
- Protection of nature and environment

### ASSESSMENT

Objectives Student ...	Levels and domains of teaching- learning  Activities Student	Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
To know the significance of protecting nature and the appropriate ways of using it	Expresses their understanding of the story	*			
To assume responsibility for protecting nature	Expresses their feelings about and impression of the Prophet's kindness to animals				*
To make effort for protecting nature and using it appropriately	Makes suggestions about protecting animals			*	
	Makes examples of good treatment of animals			*	



# Lesson 13

## Children of Nature

### OBJECTIVES OF THE LESSON

1. Familiarity with the significance of protecting nature and the proper ways of using it;
2. Developing a sense of responsibility for protection of nature;
3. Making effort to protect nature and use it appropriately.

### KEY CONCEPTS

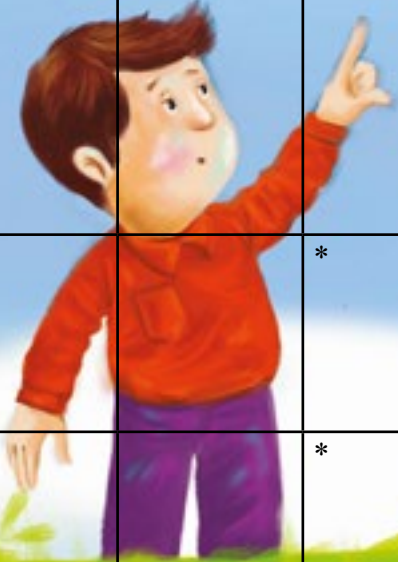

- Responsibility
- Protection of nature

### EXPECTATIONS

The student, having learned the lesson, will

1. Understand the significance of paying attention to plants and animals and the necessity of protecting them;
2. Make suggestions about the ways of taking care of and protecting plants and animals;
3. Make examples of conduct and activities for taking care of and protecting nature;
4. Cooperate with their classmates in a group activity to protect nature.

### ASSESSMENT

Objectives Student ...	Levels and domains of teaching-learning Activities Student	Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
To know the significance of protecting nature and the appropriate ways of using it	Understands the significance of taking care of and protecting plants and animals	*			
To develop a sense of responsibility for protecting nature	Cooperates with their classmates in a group activity to protect nature			*	
To make effort to protect nature and use it appropriately	Makes suggestions about ways of taking care of and protecting plants and animals			*	
	Makes examples of conduct and activities leading to good care of and protecting nature			*	



## Lesson 14

### His Memory

#### OBJECTIVES OF THE LESSON

1. Understanding the significance of holding the ceremony of commemoration of Imam al-Ḥusayn's Rise
2. Encouraging students to take part in the ceremony held on the tenth day of Muḥarram commemorating the martyrdom of Imam al-Ḥusayn;
3. Cooperation in holding the ceremony held on the tenth day of Muḥarram commemorating the martyrdom of Imam al-Ḥusayn.

#### EXPECTATIONS

The students, having learned the lesson, will

1. Express their feelings about taking part in the mourning ceremonies held in the month of Muḥarram commemorating the martyrdom of Imam al-Ḥusayn;
2. Show their interest in the mourning ceremonies held in Muḥarram;
3. Present a report to the class about his participation in the mourning ceremony held for the martyrdom of Imam al-Ḥusayn;
4. Relate what they have learned about Ḥaḍrat Abū al-Faḍl and his role in the Battle of Karbalā'.

#### KEY CONCEPTS

- Mourning ceremonies held in commemoration of the martyrdom of Imam al-Ḥusayn
- Our feelings and emotions

## ASSESSMENT

Objectives Student ...	Levels and domains of teaching-learning Activities Student	Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
To know the significance of holding ceremonies commemorating Imam al-Ḥusayn's Rise against disbelief	Relates their memories, experiences, and what they know about holding the mourning ceremonies for the Martyrdom of Imam al-Ḥusayn held on the tenth of Muḥarram	*			
	Explains the role of Ḥadrat Abū al-Faḍl in Karbalā'			*	
Shows interest in taking part in the mourning ceremonies commemorating the martyrdom of Imam al-Ḥusayn held on the tenth of Muḥarram	Expresses their feelings about participating in the said mourning ceremonies				*
Cooperates in holding such mourning ceremonies held on the tenth day of Muḥarram	Presents a report to the class about their taking part in the mourning ceremonies held in commemoration of the martyrdom of Imam al-Ḥusayn			*	
To develop an interest in taking part in the celebration ceremony of reaching the age of religious obligations	Cooperates with their friends in holding the celebration ceremony of reaching the age of religious obligations			*	



# Lesson 15

## The Tenth Day

### OBJECTIVES OF THE LESSON

1. Familiarity with the history of the martyrdom of Imam al-Husayn on the tenth day of Muḥarram;
2. Developing a sense of interest in Imam al-Husayn and his true companions

### EXPECTATIONS

The student, having learned the lesson, will

1. Talk about the pure household of Imam al-Husayn;
2. Make a distinction between the friends and enemies of Imam al-Husayn;
3. Show interest in gaining further familiarity with Imam al-Husayn's friends and foes.

### KEY CONCEPTS

- Imam al-Husayn
- Imam al-Husayn's friends and foes

### ASSESSMENT

Objectives Student ...	Levels and domains of teaching-learning Activities Student	Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
To know some character traits of Imam al-Husayn	Talks about the pure household of Imam al-Husayn	*			
To show their interest in and respect for Imam al-Husayn and his true companions	Compares the friends and foes of Imam al-Husayn Expresses their interest in gaining further familiarity with Imam al-Husayn's friends and foes				*



# Lesson 16

## The Heroic Lady



### OBJECTIVES OF THE LESSON

1. Familiarity with Ḥaḍrat Zaynab;
2. Feeling a sense of affection and respect for Ḥaḍrat Zaynab;
3. Making effort to gain further familiarity with Ḥaḍrat Zaynab.

### KEY CONCEPTS

- Ḥaḍrat Zaynab

### EXPECTATIONS

The student, having learned the lesson, will

1. Talk about the life, character traits, and good conduct of Ḥaḍrat Zaynab;
2. Show an interest in gaining further familiarity with the life, good conduct, and moral qualities of Ḥaḍrat Zaynab;
3. Study the role of Ḥaḍrat Zaynab in Karbalā' and her lifetime from her captivity to arriving at Syria;
4. Provide an answer to the question: What would happen if Ḥaḍrat Zaynab were not at Karbalā' (relating the information contained in the lesson).

### ASSESSMENT

Objectives Student ...	Levels and domains of teaching-learning Activities Student	Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
To be familiar with some character traits of Ḥaḍrat Zaynab	Talks about Ḥaḍrat Zaynab's life, character traits, and good conduct	*			
Shows interest in and respect for Ḥaḍrat Zaynab	Provides an answer to the Question: What would happen if Ḥaḍrat Zaynab were not at Karbalā'? (as mentioned in the lesson)				*
Makes effort gaining further familiarity with Ḥaḍrat Zaynab	Studies the role of Ḥaḍrat Zaynab at Karbalā'			*	



## Lesson 17

### Imam Sajjad(A.S) And Prayer mat

#### OBJECTIVES OF THE LESSON

1. Familiarity with Ḥaḍrat Imam al-Sajjād, the Fourth Imam;
2. Feeling a sense of interest in and respect for Imam al-Sajjād;
3. Making effort to gain further familiarity with Imam al-Sajjād.

#### EXPECTATIONS

The student, having learned the lesson, will

1. Sing the poem accurately;
2. Explain the meaning and theme of the poem in their own words;
3. Collect data about Imam al-Sajjād's life, moral qualities, and good conduct;
4. Talk about the life, moral qualities, and good conduct of Imam al-Sajjād;
5. Explain the meaning of Sajjād as the title of the Fourth Imam;
6. Show interest in gaining further familiarity with the life and character of Imam al-Sajjād.

#### KEY CONCEPTS

- Imam al-Sajjād
- Sajjād





## ASSESSMENT

Objectives Student ...	Levels and domains of teaching- learning Activities Student	Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
To know Imam al-Sajjād as our Fourth Imam	Talks about the life, moral qualities, and conduct of Imam al-Sajjād	*			
	Explains the meaning of Sajjād as the title of the Fourth Imam			*	
Show interest in and respect for the Fourth Imam	Sings the poem accurately			*	
	Explains the meaning and theme of the poem in their own words	*			
	Shows interest in gaining further familiarity with the life and character of Imam al-Sajjād				*
Makes effort to gain further familiarity with Imam al-Sajjād	Collects data about Imam al- Sajjād's life, moral qualities, and conduct				



# Lesson 18

## The Awaited

### OBJECTIVES OF THE LESSON

1. Familiarity with the Imam of the Age;
2. Developing interest in and respect for the Imam of the Age.

### EXPECTATIONS

The student, having learned the lesson, will

1. Show respect when they mention the holy name of the Imam of the Age or hears it;
2. Show interest in familiarity with the Imam of the Age;
3. Pray to God for the good health of the Imam of the Age.

### KEY CONCEPTS

- The Imam of the Age

### ASSESSMENT

Objectives Student ...	Levels and domains of teaching-learning Activities Student	Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
To know the Imam of the Age as the last Imam	Runs a search for a poem, a piece of writing, or an image about the high rank and the character of the Imam of the Age and inserts it in their workbook			*	
Shows interest in and respect for the Imam of the Age	Shows respect when the holy name of the Imam of the Age is mentioned or when they hear it				*
	Prays for the good health of the Imam of the Age				*



# Lesson 19

## These Nights

### OBJECTIVES OF THE LESSON

1. Familiarity with fasting and some of its laws, precepts, and ceremonies;
2. Developing a sense of interest in taking fast (in particular for female students);
3. Making effort to take fast and observing its rules and precepts.

### EXPECTATIONS

The student, having learned the lesson, will

1. Talk about some of their experiences and what they know about going to the mosque, particularly in the evenings of the holy month of Ramaḍān;
2. Prepare a report, in a group activity, about the mosque in their neighborhood;
3. Talks about some of the laws and precepts of fasting (for female students);
4. Talk about their experiences and feelings about their fasting;
5. Talk with their friends about the month of Ramaḍān and the special ceremonies held in that month.

### KEY CONCEPTS

- Fasting
- Mosque
- Month of Ramaḍān

## ASSESSMENT

Objectives Student ...	Levels and domains of teaching- learning Activities Student	Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
To know some of the laws and precepts about fasting	Talks about some of their experiences and what they have learned about going to the mosque, particularly in the evenings of the month of Ramaḍān	*			
	Prepares a written report, in a group activity, about the mosque of their neighborhood			*	
	Talks about some of the laws and precepts of fasting (for female students)	*			
Show interest in the religious obligation of fasting (for female students)	Talks about their experiences and feelings about their fasting				*
	Talks with their friends about the month of Ramaḍān and the special ceremonies held in that month				*



# Lesson 20

## Muslim Feasts

### OBJECTIVES OF THE LESSON

1. Familiarity with the ceremonies of celebrating the Feast of Fitr;
2. Developing an interest in taking part in celebrating the Feast of Fitr.

### EXPECTATIONS

The student, having learned the lesson, will

1. Talk about their experiences and what they have learned about taking part in the Feast of Fitr;
2. Talk about some of the features and manners of taking part in the Feast of Fitr;
3. Show an interest in taking part in this Islamic feast.

### KEY CONCEPTS

- Feast
- Feast of Fitr

### ASSESSMENT

Objectives Student ...	Levels and domains of teaching-learning Activities Student	Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
To know some of the ceremonies of the Feast of Fitr	Talks about their experiences and what they have learned about taking part in the celebration of the Feast of Fitr	*			
	Enumerates some of the features and ceremonies of the Feast of Fitr	*			
To show interest in the celebration of the Feast of Fitr					*

# Lesson 21

## Consequence of Our Deeds



### OBJECTIVES OF THE LESSON

1. Familiarity with the consequences of good and bad deeds;
2. Showing interest in doing good deeds;
3. Making effort to do good deeds.

### KEY CONCEPTS

- Good deed
- Bad deed
- Consequences of deeds (pleasant and unpleasant consequences)

### EXPECTATIONS

The student, having learned the lesson, will

1. Talk with their friends about the fact that any deed entails its own consequences;
2. Express views about the results and consequences of various deeds;
3. Show interest in doing deeds that lead to good results.

### ASSESSMENT

Objectives Student ...	Levels and domains of teaching-learning  Activities Student	Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
To draw a distinction between the consequences of good and bad deeds	Enumerates the positive and negative consequences of some deeds	*			
	Talks with their friends about the fact that any deed entails its own consequences			*	
To show an interest in doing good deeds	Expresses their view about different deeds in terms of their consequences				*
	Shows interest in deeds with positive consequences				



# Lesson 22

## Good for you

### OBJECTIVES OF THE LESSON

1. Familiarity with the consequences of good and bad deeds;
2. Developing interest in doing good deeds;
3. Making effort to do good deeds.

### KEY CONCEPTS

- Reward
- Punishment

### EXPECTATIONS

The student, having learned the lesson, will

1. Compare good and bad deeds in terms of their consequences;
2. Talk about the good and bad consequences of good and evil deeds;
3. Make examples of different deeds the consequences of which will be evident in the long run;
4. Make examples of some deeds that lead to long term good results;
5. Talks about his feelings in doing a deed that will entail good results.

### ASSESSMENT

Objectives Student ...	Levels and domains of teaching- learning Activities Student	Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis & organization of ideas
To know the instances of good and evil deeds and their consequences	Compares good and evil deeds in terms of their consequences				*
	Makes examples of different deeds whose consequences become evident in the long run	*			
	Makes examples of deeds entailing good results in the long run	*			
To show interest in doing good deeds	Talks about the rewards of good deeds and punishment for bad deeds	*			
	Talks about their feelings when doing a deed that entails good results				*



# Lesson 22 - Part 2

## Rewards of Goodness

### KEY CONCEPTS

- The hereafter
- Paradise
- Hell

### EXPECTATIONS

The student, having learned the lesson, will

1. Consider paradise and hell as the consequences of human good and evil deeds;
2. Show interest in doing good deeds.

### ASSESSMENT

Objectives Student ...	Levels and domains of teaching-learning Activities Student	Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
To consider paradise and hell as the rewards and punishment in the hereafter for human good and evil deeds	Talks about the consequences of human good and evil deeds in the hereafter	*			
To show interest in doing good deeds	Shows interest in doing good deeds				*







# Lesson 23

## The Wisest Of People

### OBJECTIVES OF THE LESSON

1. Familiarity with the life and character of Imam Muḥammad al-Bāqir;
2. Developing interest in and respect for Imam Muḥammad al-Bāqir;
3. Making effort to gain further familiarity with Imam Muḥammad al-Bāqir.

### KEY CONCEPTS

- Imam Muḥammad al-Bāqir

### EXPECTATIONS

The student, having learned the lesson, will

1. Talk about Imam Muḥammad al-Bāqir;
2. Show interest in the life, good conduct, and moral qualities of Imam Muḥammad al-Bāqir;
3. Talk about Imam Muḥammad al-Bāqir’s vast knowledge;
4. Study the life, moral qualities, and good conduct of Imam Muḥammad al-Bāqir;
5. Express their impression and understanding of the story.

### ASSESSMENT

Objectives Student ...	Levels and domains of teaching-learning Activities Student	Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
To be familiar with the life and character of Imam Muḥammad al-Bāqir	Talks about the life and character of Imam Muḥammad al-Bāqir	*			
	Talks about Imam Muḥammad al-Bāqir’s vast knowledge	*			
To show interest in Imam Muḥammad al-Bāqir	Shows interest in the life, good conduct, and moral qualities of Imam Muḥammad al-Bāqir				*
	Conduct studies on the life, moral qualities, and conduct of Imam Muḥammad al-Bāqir			*	



# Lesson 24

## A Visit

### OBJECTIVES OF THE LESSON

1. Familiarity with the life and character of Imam Ja'far al-Şādiq;
2. Feeling a sense of interest in and respect for Imam Ja'far al-Şādiq;
3. Making effort to set Imam Ja'far al-Şādiq's as role model in daily life.

### EXPECTATIONS

The student, having learned the lesson, will

1. Draw a conclusion from the story;
2. Talks about the situations where the etiquette of visiting the sick must be observed;
3. Enumerate instances of making the sick feel comfortable;
4. Make suggestions for helping and comforting their sick friends.

### KEY CONCEPTS

- Imam Ja'far al-Şādiq
- Etiquette of visiting the sick

### ASSESSMENT

Objectives Student ...	Levels and domains of teaching-learning Activities Student	Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
To be familiar with the life and character of Imam Ja'far al-Şādiq	Talks about the etiquette of visiting the sick			*	
	Enumerates the instances of making the sick happier and more comfortable			*	
To show interest in further familiarity with Imam Ja'far al-Şādiq	Makes suggestions about helping and gladdening their sick friends			*	



# Lesson 25

## The Kind Host

### OBJECTIVES OF THE LESSON

1. Familiarity with the life and character of Imam Ja'far al-Şādiq;
2. Developing interest in and respect for Imam Ja'far al-Şādiq;
3. Making effort to gain further familiarity with Imam Ja'far al-Şādiq.

### EXPECTATIONS

The student, having learned the lesson, will

1. Talk about the moral qualities and good conduct of Imam Ja'far al-Şādiq;
2. Show interest in gaining further familiarity with the life, conduct, and moral qualities of Imam Ja'far al-Şādiq.
3. Study the life, moral qualities, and conduct of Imam Ja'far al-Şādiq;
4. Talk about their understanding of the story;
5. Talk about the etiquette of entertaining guests;
6. Practice, by playing an act, the etiquette of entertaining a guest.

### KEY CONCEPTS

- Proper entertaining of guests

### ASSESSMENT

Objectives Student ...	Levels and domains of teaching-learning Activities Student	Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
To be familiar with the life and good conduct of Imam Ja'far al-Şādiq	Talks about the moral qualities and conduct of Imam Ja'far al-Şādiq	*			
To show interest in and respect for Imam Ja'far al-Şādiq	Studies the life, moral qualities, and conduct of Imam Ja'far al-Şādiq			*	



# Lesson 26

## To Visit Father

### OBJECTIVES OF THE LESSON

1. Familiarity with Prophet Abraham as one of the greatest messengers of God;
2. Developing interest in and respect for Prophet Abraham;
3. Making effort to gain further familiarity with the Prophet Abraham.

### EXPECTATIONS

The student, having learned the lesson, will

1. Consider Prophet Abraham as one of the greatest messengers of God;
2. Conduct studies to gain further familiarity with Prophet Abraham;
3. Using the relevant materials in the Qur'an textbook complete the pictorial story in the workbook;
4. Talk about their understanding and feeling about the story in which Prophet Abraham shatters idols (iconoclasm).

### KEY CONCEPTS

- Prophet Abraham

### ASSESSMENT

Objectives Student ...	Levels and domains of teaching-learning Activities Student	Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
To consider Prophet Abraham as one of the greatest messengers of God	Considers Prophet Abraham as one of the greatest messengers of God	*			
	Using the materials in the Qur'an textbook completes the pictorial story in the workbook			*	
To show interest in gaining further familiarity with Prophet Abraham	Studies to gain further familiarity with Prophet Abraham			*	



# Lesson 27

## Instead of Greeting

### OBJECTIVES OF THE LESSON

1. Familiarity with the obligation and etiquette of respecting parents;
2. Developing a sense of gratitude to parents for their effort and kindness;
3. Showing respect for parents.

### KEY CONCEPTS

- Respecting parents
- Appreciating parent's effort to raising their children

### EXPECTATIONS

The student, having learned the lesson, will

1. Form a judgement about the character in the story;
2. Prepare a list of what parents expect from their child (e.g. their father from them);
3. Prepare a list of what a child expects from their parents (e.g. what the student expects from their father);
4. Compare their conduct to what their parents expect from him;
5. Talk to their friends about their parents' effort to raising them;
6. Make suggestions about good ways of appreciating their parents' effort.

### ASSESSMENT

Objectives Student ...	Levels and domains of teaching-learning Activities Student	Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
To know the obligation and etiquette of respecting parents and teachers	Prepares a list of what their and their father's expectations			*	
	Compares their and their father's expectations				*
To show respect for parents and teachers	Makes a judgement about the conduct of the character in the story				*
	Talks about their parents' effort to raising them			*	
	Makes suggestions for appreciating their parents' effort				*



# Lesson 27 - Part 2

## My Prayer

### EXPECTATIONS

The student, having learned the lesson, will

1. Consider praying for parents as a way of appreciating their effort;
2. Express such appreciation in the form of a prayer for them.

### KEY CONCEPTS

- Prayer
- Praying for parents

### ASSESSMENT

Objectives Student ...	Levels and domains of teaching- learning  Activities Student	Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
To appreciate their parents’ effort and have respect for them	Talks about praying for parents as a means of appreciating their effort	*			
	Expresses appreciating their parents’ effort to the form of a prayer			*	



# Lesson 28

## She is Kind

### OBJECTIVES OF THE LESSON

1. Familiarity with the obligation of respecting the teacher and the etiquette of showing such respect;
2. Developing a sense of appreciation for the teacher's effort;
3. Respecting the teacher.

### KEY CONCEPTS

- Respecting the teacher
- Appreciating the teacher's effort

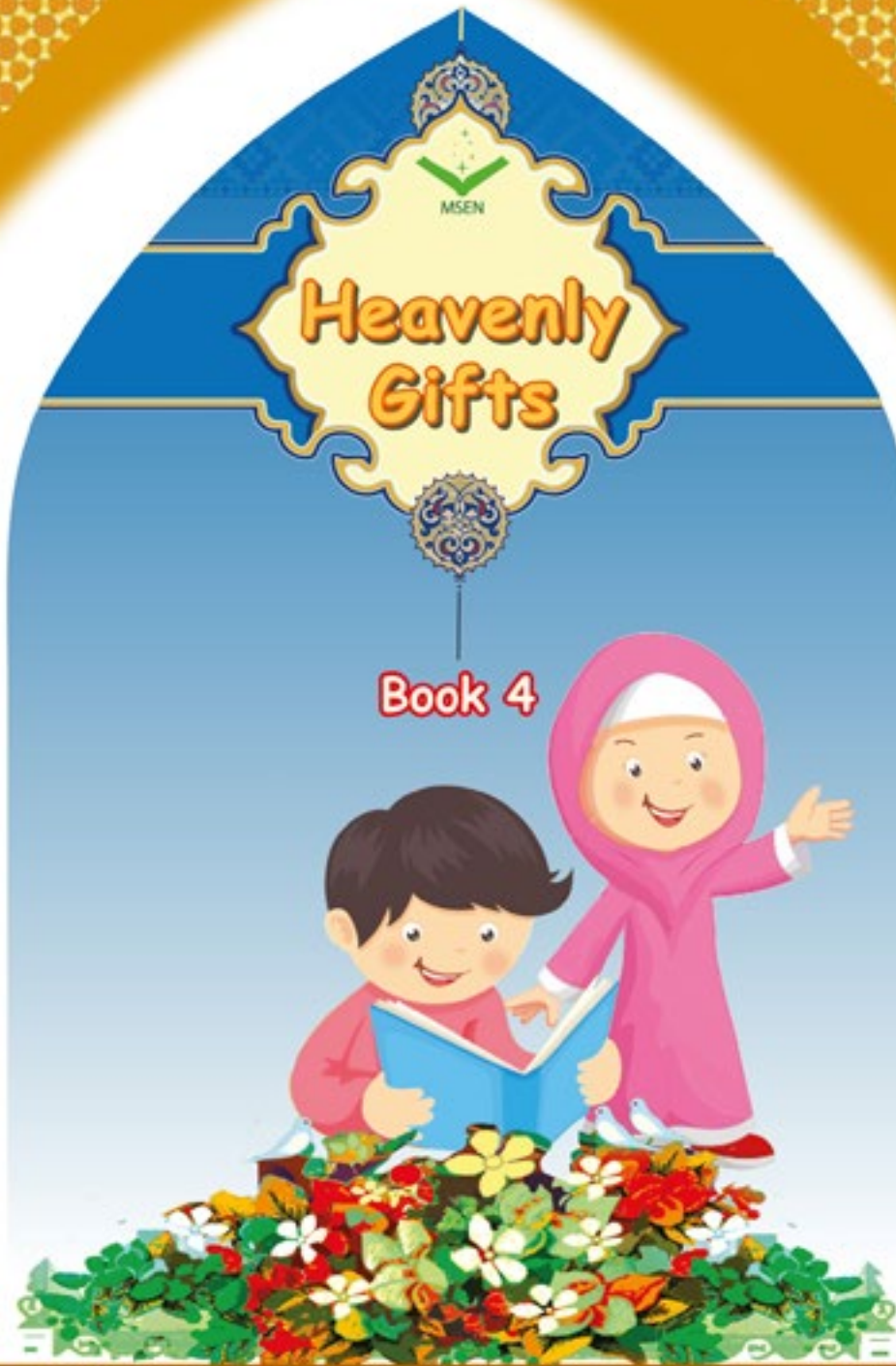
### EXPECTATIONS

The student, having learned the lesson, will

1. Express their respect for the teacher's effort;
2. Make suggestions to appreciate and respect the teacher;
3. Appreciates, in an activity (preferably a group activity), their teacher's effort.

### ASSESSMENT

Objectives Student ...	Levels and domains of teaching- learning Activities Student	Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
To appreciate the effort of their parents and teacher	Expresses their feeling and impression about the teacher's effort				*
	Makes suggestions to appreciate and respect the teacher				*
	Appreciates the teacher's effort to an activity			*	



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# Lesson 1

## Childhood Memories

### NOTES ON THE LESSON

This lesson presents instances of divine omniscience and omnipotence for the familiarity of students with these divine attributes. Instances of the inabilities of human infants and divine blessings for their living and growth are also presented. Awareness of the abilities divinely bestowed on mankind upon their birth will be appealing to primary school goers who develop an interest in infants and are particularly interested in their lives and features. The reason is that they know that they were like infants earlier in their lives.

References have been made in this lesson to two divine gifts given to human infants, without which they would have been very weak and vulnerable – tears and laughs. If not the most significant, but they are two significant abilities of a child in communicating with adults and satisfying their vital needs. Knowing teachers can make children think about this point and call them to search for other instances that may be considered as tokens of divine omniscience and omnipotence with regard to all human needs and satisfying them.

This lesson is an introduction to discussions on divine omniscience and omnipotence and it will be completed, totally indirectly, with simplicity, and without any complexity and reasoning, by the concepts introduced in the following three lessons.

92

### OBJECTIVES OF THE LESSON

1. Understanding divine knowledge of human needs and His omnipotence in satisfying them;
2. Reinforcing the fact that God is all-aware of all our needs and benefits;
3. Reinforcing the feeling of affection for God and feeling His support for us.

### EXPECTATIONS

1. The student, in the process of learning this lesson, will
2. Enumerate instances of the needs of the human infant and the divine blessings for satisfying them;
3. Enumerate instances of their own needs;
4. Talk about the abilities and opportunities divinely bestowed on mankind;
5. Enumerate instances of divine knowledge of human needs;
6. Study further instances of the abilities divinely bestowed on them.

### KEY CONCEPTS

- Divine knowledge of our needs
- Divine omnipotence in satisfying our needs



## Suggestions for Better Teaching

A good start will have a significantly positive effect on the efficiency of learning activities and will provide you with the opportunity to assess your students' knowledge of the contents of the lesson.

1. Ask the students who have infants at home to talk about their baby sisters and brothers and also their feelings and those of other members of their families about their baby siblings.

N.B. Such conversations must be managed to avoid encroaching the privacy of families.

2. Ask your students to talk about their differences with their, or somebody else's, infancy and prepare a list of those differences.
3. Invite a mother to bring her infant to the class and talk to the students about the differences of an infant with older people. The students can interview mothers, in that they can talk to mothers who have infants about the differences between infants and older people and the students can thus collect data.
4. Record the voice, in particular crying and laughing, of an infant for a few minutes and play it in class. Ask the students to listen carefully to the voice. They must be able to distinguish between the sounds without talking to each other. Then, ask them to write the words that come to their minds, compare their notes, and provide answers to questions like: what do you remember by listening to these sounds? What words come to your mind? What are your feelings about them? The students can exchange their views in class.

## Suggestions for Teaching

Teaching suggestions are in fact unique teaching methodologies selected by colleagues; therefore, they are not necessarily the best and the most comprehensive, but they are simply examples to illustrate the discussion.

The following suggestions may serve as raw materials for your lesson plan, but you may make use of them upon your discretion.

It will not be necessary to make use of all the suggestions.

You may also combine some of the methodologies creatively.

1. Use images. Ask your students to talk about what they see in the images of the lesson. You may do this in different steps and make use of the following method.

## A Method for Image Reading

Image reading, i.e. using an image to understand some meaning or concept, may be done in three interrelated steps.

Step 1: Based on the question: What do you exactly see in this image?

In this stage, help your students to explain in detail what they exactly see in the picture without paying attention to the interrelatedness of elements or guessing those interrelations.

Sentences like “I see ... here” and / or “There are some ... here”. It would be wrong to make use of sentences like “To me, this child is ...” or “I think ...”. In fact, we only look for the students’ ability to observe precisely and directly.

Step 2: Based on the question “what interrelation do you see (or guess) between things and persons?”

In this stage, ask your students and help them guess the interrelations between parts. In so guessing attention must be paid, through conjecture, to all not so evident details, interrelations, and elements.

Sentences like “I guess that this baby is full and lively because it had its fill of milk” or “I think these two children are siblings” are used in this stage, but we do not deal with storytelling here.

Step 3: Based on questions like “What do you think about the picture?” “What is this picture saying?”

In this stage, ask your students to put to use their imagination and, by paying attention to the image, give free rein to storytelling and creating imagined situations. They can modify and make changes to their mental elements and make use of analysis, combination, or critique. They will be able to see the image and its elements on the basis of their own mental images and interpretations.

2. Read the text of the lesson to the students like a story with the feelings suitable to its situation.
3. Ask the students to, in a group activity, prepare a list of abilities and inabilities of human and animal babies and read it to others. The table on the next page could be used for this purpose. It would be a great idea to ask the students to fill it in individually and then exchange their views, with classmates or members of their groups, about the accuracy or inaccuracy of their views or in aiming to broaden the scope of their knowledge.

An infant can ...	An infant cannot ...
Extend its hands towards me.	Sit down like me.
Turn its eyes to all directions.	Walk like me.
.....	.....
.....	.....

4. Provide the students with the opportunity to talk to their families and collect memories about their infancy and bring their notes to the class. There are two aspects of the significance of this activities: first, the method of data collection (e.g. using the method of interviewing adults, their remembering memories, paging through family albums, listening to the stories told by their grandparents and parents); second, the manner of presentation in class (in the forms of writing a short composition, oral report to the class or to the group, doing some simple drawings, playing the roles of adults in class, etc.). Keep in mind that each of the above methods is a unique teaching methodology.

## **Regarding Activity section pg. 4 “Do you want me to tell you?”**

There are two questions in this part. The first one helps the students think about what they have read or experienced about infants’ laughs and tears and pay attention to their benefits and outcomes. The second is a step forward, encouraging the students to think about “What would happen if an infant had no way of showing its needs?” and thus understand the significance of the means divinely bestowed on mankind. These two questions may be discussed in the process of teaching the lesson and help in reaching a sound conclusion about attaining the objectives.

It must be borne in mind that those two questions must be asked in class but they are not (conventional) exam questions. In fact, such questions serve as the means to attain the objectives of the lesson and help in clarification of its concepts.

## **Regarding Activity Section “I can”**

Activities in this section have been arranged in two parts. First, the students will be asked to collect data by putting questions to adult members of their families about their infancy and childhood. The child’s needs and the means of having them satisfied will be considered. It is of particular significance to reach conclusions from this activity to attract their attention to the subject of the lesson and manage the data collection of memories.

The students will be asked, in the second activity of this section, to find examples of “divine omnipotence of human needs”. As a part of this activity they can collect their own childhood memories, materials discussed in the lesson, or any experience or information pertaining to the subject. This activity will be a good introduction to doing the activity in the workbook and it would be better to do the workbook activity following this one.

## Regarding “How to use the activities in the book?”

Instances of divine bounties bestowed on mankind have been depicted on page 3 of the workbook to help the students find further instances, write about them, or stick them on the page. There are some steps for doing this activity: the students remember the memories related to them by adults and are encouraged to observe their surroundings closely, think about them, and complete the pictorial list in the book.

N.B. Please bear in mind that the book develops and completes the process of learning, but it is not simply a means of entertainment.

## Assessment

All the students' individual and group activities must be considered for the assessment of this lesson.

Examples of such activities that must be observed and judged by the students in conformity to the objectives of the lesson include:

Making examples of the needs of human infants and the divine blessings to satisfy those needs;

Making examples of their needs;

Providing examples of divine opportunities and blessings bestowed on mankind;

Making examples that show divine knowledge of human needs;

Studying further examples of divine blessings bestowed on mankind;

## The activities intended by the teacher

Examples of activities pertaining to the particular objectives of Lesson 1 and the domains of the teaching-learning process have been provided in the table of the objectives and activities of this lesson.

Objectives	Student Activities (Expectations): Student ....	Levels and Domains of Learning			
		Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
To understand the concept of divine omniscience of human needs and His omnipotence to satisfy them	Makes examples of the needs of human infant and the divine opportunities to satisfy them	*		*	
	Makes examples of their own needs	*	*	*	*
	Makes examples of divine knowledge of human needs	*		*	*
To reinforce the view that God is omniscient of all our needs and what is good for us	Makes examples of divine opportunities and abilities bestowed on mankind.	*		*	*
To encourage interest and trust in God	Studies to find further examples of divinely bestowed opportunities and abilities	*	*		*



N.B. It is also important to make suitable plans for individuals and groups that due to various reasons failed to reach the expectations of the lesson. We need to consider, in the process of planning, providing the students with suitable opportunities to complete what they have already learned.



## Lesson 2

### Hungry Rabbits

#### OBJECTIVES OF THE LESSON

1. Familiarity with the divine attributes of omniscience and omnipotence;
2. Encouraging the students to have a positive view about divine omniscience of the life of all beings.

#### EXPECTATIONS

The student, while learning the lesson, will

1. Complete the story;
2. Talk to their friends about the story and its theme;
3. Provide a summary of the story;
4. Suggest another title for the story;
5. Talk to their friends about divine blessings bestowed on the characters of the story.

#### KEY CONCEPTS

- Divine omnipresence in the life of beings
- Divine help given to beings
- Divine knowledge of our needs and wishes

#### Assessment

Objectives	Student Activities (Expectations): Student ....	Levels and Domains of Learning			
		Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
Familiarity with divine attributes of omniscience and omnipotence	Talks about the story and its theme with their friends	*		*	*
	Provides a summary of the story	*		*	
Encouraging the students to have a positive view of divine omnipresence in the life of beings	Completes the story	*		*	*
	Suggests another title for the story	*		*	



## Lesson 3

### A Child in the Water

#### OBJECTIVES OF THE LESSON

- Regarding knowing God
  1. Familiarity with further instances of divine omniscience and omnipotence;
  2. Encouraging the students to have a positive view of divine omnipresence in the life of beings.
- Regarding Prophethood
  1. Familiarity with Prophet Moses as one of the greatest messengers of God;
  2. Familiarity with Āsiyah (Bithiah) as a believing woman;
  3. Developing interest in gaining further familiarity with Prophet Moses and Āsiyah;
  4. Conducting a study on the lives and characters of Prophet Moses and Āsiyah.

#### EXPECTATIONS

The student, by learning this lesson, will

1. Consider the story of the childhood of Prophet Moses and enumerate the benefits and effects of divine omniscience and omnipotence;
2. Talk to their friends about the story and its theme;
3. Relates stories about God helping people in need and distress;
4. Relate stories about the life of Prophet Moses;
5. Conduct a study on the life of Prophet Moses;
6. Express their understanding of the reason behind the hopes of Prophet Moses' mother upon leaving him in a basket afloat on the Nile.

#### KEY CONCEPTS

- Divine help given to His servants in distress
- Prophet Moses, one of the greatest messengers of God
- Āsiyah, the Pharaoh's wife and one of the believing women

## Assessment

Objectives	Student Activities (Expectations): Student ....	Levels and Domains of Learning			
		Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
Familiarity with further instances of divine attributes of omniscience and omnipotence	Talks about the story and its theme with their friends Talks about their understanding of the hopes of Prophet Moses' mother upon leaving him in a basket afloat on the Nile	*		*	*
Encouraging the students to have a positive view of divine omnipresence in the life of beings	Considering the story of Prophet Moses' childhood talks about the benefits and effects of divine omniscience and omnipotence	*		*	*
	Relates stories about God helping those in need or distress	*		*	*
Familiarity with Prophet Moses as one of the greatest of messengers sent by God	Relates stories about the life of Prophet Moses	*		*	*
Conduct studies about the lives and characters of Prophet Moses and Āsiyah	Studies the life of Prophet Moses	*		*	*



# Lesson 4

## Trust

### OBJECTIVES OF THE LESSON

1. Understanding the concept of divine omniscience and omnipotence;
2. Encouraging the view that praying to God will lead to peace of mind and a sense of security.

### EXPECTATIONS

The student, by learning this lesson, will

1. Read the text fluently and with an appropriate tone;
2. Talk with their teacher and friends about the theme of the Qur'anic prayer that closes the lesson;
3. Express in a prayer their talking with God and their feeling.

### KEY CONCEPTS

- Divine omniscience and omnipotence
- Divine omnipresence in the life of beings
- Praying is the means of talking with God

### Assessment

Objectives	Student Activities (Expectations): Student ....	Levels and Domains of Learning			
		Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
To understand the concept of divine omniscience and omnipotence	Expresses in a prayer their talking with God and their feelings about it	*		*	*
To encourage the view that praying to God will lead to peace of mind and a sense of security	Reads the text fluently and with an appropriate tone	*		*	
	Talks to their teacher and friends about the theme of the Qur'anic prayer that closes the lesson	*		*	*

# Lesson 5

## Always Together



### OBJECTIVES OF THE LESSON

1. Familiarity with performing ṣalāt in congregation;
2. Developing an interest in taking part in performing ṣalāt in congregation;
3. Performing ṣalāt in congregation with due observance of its rules and precepts.

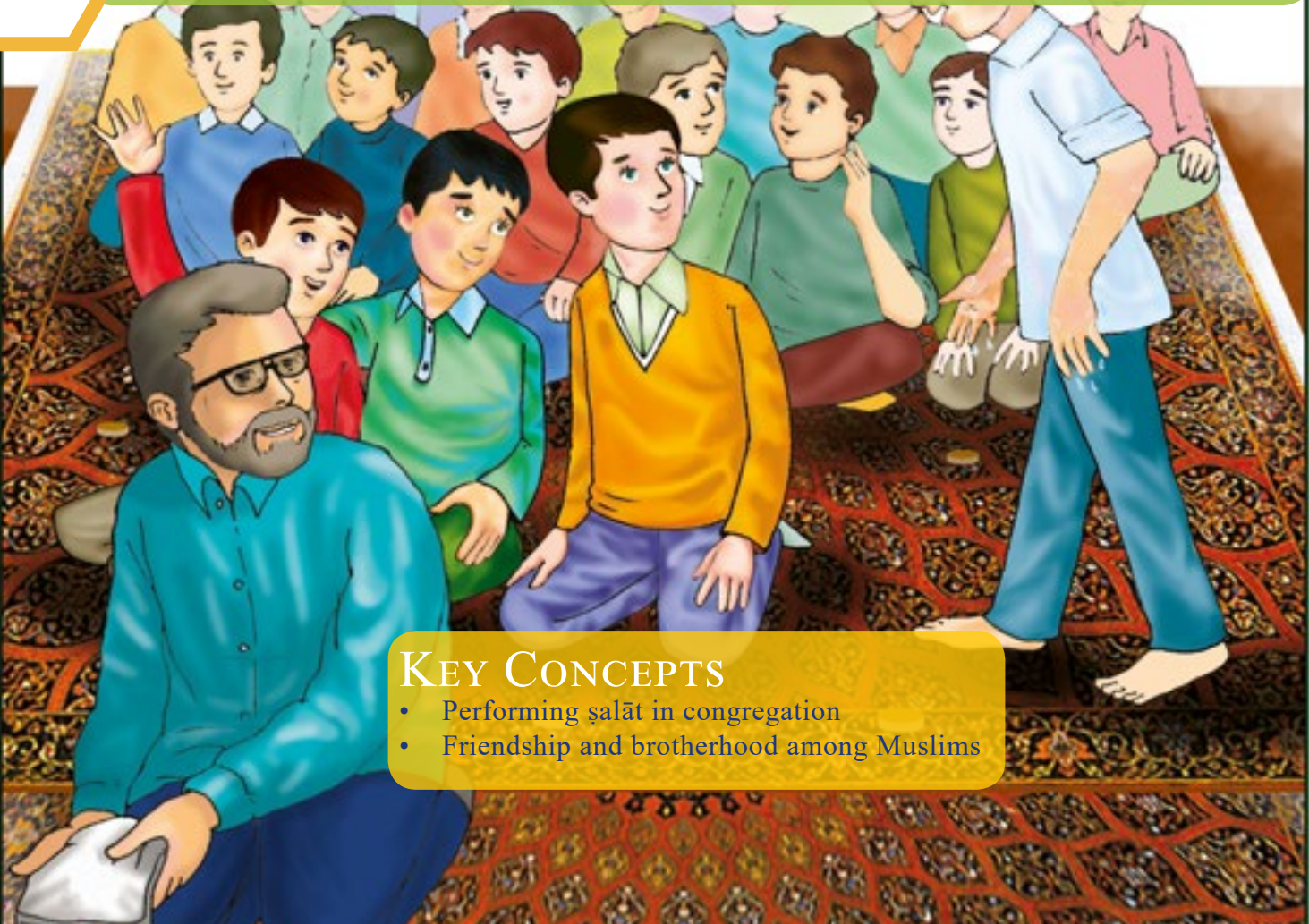
### EXPECTATIONS

The student, by learning this lesson, will

1. Talk about some of the rules and precepts of performing ṣalāt in congregation;
2. Develop an interest in performing ṣalāt in congregation;
3. Perform ṣalāt in congregation with due consideration of its rules and precepts;
4. Talk about the outcomes and benefits of performing ṣalāt in congregation;
5. Compare the outcomes and benefits of performing ṣalāt in congregation with those of individually performing ṣalāt.
6. Talk with their friends about the significance of performing ṣalāt in congregation.

### KEY CONCEPTS

- Performing ṣalāt in congregation
- Friendship and brotherhood among Muslims



## Assessment

Objectives	Student Activities (Expectations): Student ....	Levels and Domains of Learning			
		Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
Familiarity with performing ṣalāt in congregation and knowing some of its rules and precepts	Talks about some of the rules and precepts of performing ṣalāt in congregation	*	*	*	
Developing an interest in performing ṣalāt in congregation	Shows interest in performing ṣalāt in congregation	*		*	*
	Talks to their friends about performing ṣalāt in congregation				
	Talks about the good results of performing ṣalāt in congregation	*		*	*
	Compares the good results of performing ṣalāt in congregation with those of performing it individually	*		*	*
Performing ṣalāt in congregation with due observance of its rules and precepts	Performs ṣalāt in congregation with due observance of its rules and precepts	*	*	*	



## Lesson 6

### Mosques

#### OBJECTIVES OF THE LESSON

1. Familiarity with the role and significance of mosques in Muslims' lives;
2. Developing an interest in going to the mosque and observing the etiquette of presence in it;
3. Making efforts to go to the mosque and observe the etiquette.

#### EXPECTATIONS

The student, by learning the lesson, will

1. Study some of the social functions of the mosque;
2. Talk to their friends about the significance of performing ṣalāt in congregation and going to the mosque;
3. Show interest in going to the mosque and performing ṣalāt in congregation with their friends;
4. Prepare a report about the activities carried out at the mosque in their neighborhood and presents the report in class;
5. Show their happiness by reading the poem that closes the lesson;
6. Sing the poem in class;
7. Talk about the theme of the poem and their understanding of it in their own words.

#### KEY CONCEPTS

- Mosque
- Major mosques





## Assessment

Objectives	Student Activities (Expectations): Student ....	Levels and Domains of Learning			
		Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
Familiarity with the mosque and its significance in life	Studies some social functions of the mosque	*		*	
	Prepares a report on the activities of the mosque in their neighborhood and presents it in class	*		*	
Developing an interest in going to the mosque with due observance of the etiquette	Talks with their friends about the significance of performing the ṣalāt in congregation and going to the mosque	*		*	*
	Shows interest in going to the mosque and perform the ṣalāt there with their friends	*		*	*
	Shows their happiness by reading the poem that closes the lesson	*		*	*



# Lesson 7

## A Memorable Trip

### OBJECTIVES OF THE LESSON

1. Familiarity with ṣalāt al-āyāt (performed at the time of occurrence of natural phenomena) and some of its rules and precepts;
2. Developing an interest in ṣalāt al-āyāt when obligatory;
3. Performing ṣalāt al-āyāt with due observance of its rules and precepts.

### KEY CONCEPTS

- Ṣalāt al-āyāt

### EXPECTATIONS

The student, by learning the lesson, will

1. Consider performing ṣalāt al-āyāt a religious obligation;
2. Pinpoint the proper occasions for performing ṣalāt al-āyāt;
3. Explain the manner of performing ṣalāt al-āyāt and some of its rules and precepts;
4. Perform ṣalāt al-āyāt with due observance of its rules and precepts.

### Assessment

Objectives	Student Activities (Expectations): Student ....	Levels and Domains of Learning			
		Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
Familiarity with ṣalāt al-āyāt and some of its rules and precepts	Considers ṣalāt al-āyāt as a religious obligation	*		*	*
	Pinpoints the times of performing ṣalāt al-āyāt	*	*	*	
	Explains the manner of performing ṣalāt al-āyāt and some of its rules and precepts	*	*	*	
Performing ṣalāt al-āyāt with due observance of its rules and precepts	Performs ṣalāt al-āyāt with due observance to its rules and precepts	*	*	*	*

## Lesson 8



### A Day For ...



### OBJECTIVES OF THE LESSON

1. Familiarity with Muslims' duties to their neighbours;
2. Encouraging the student to be responsible for treatment of others;
3. Making effort to make neighbors happy by treating them properly.

### EXPECTATIONS

The student, by learning this lesson, will

1. Enumerate some instances of respecting the rights of others, in particular those of children;
2. Talk about the good outcomes of good treatment of relatives and neighbours;
3. Talk to their friends about their duties towards relatives and neighbours;
4. Talk about the conduct of the characters in the story;
5. Continue the story, considering their own understanding, and makes suggestions about its ending;
6. Enumerate some instances of mistreating neighbours;
7. Make suggestions to avoid causing inconvenience for others while playing with friends;
8. Express their view, in a group activity, about the conduct of the characters in the story.

### KEY CONCEPTS

- Our duties towards people
- Our responsibilities for our conduct and deeds



## Assessment

Objectives	Student Activities (Expectations): Student ....	Levels and Domains of Learning			
		Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
Familiarity with Muslims' duties towards their neighbours	Enumerates some of the instances of respecting the rights of people in particular those of children	*		*	
	Enumerates instances of mistreatment of neighbours	*		*	
Encouraging the student to develop an interest in their responsibility in treatment of others	Explains the good outcomes of good treatment of neighbours and relatives	*		*	
	Talks with their friends about some of their duties to their relatives and neighbours	*		*	
	Talks about the conduct of the characters in the story	*		*	*
	Continues the story, considering their understanding, and makes suggestions about its ending	*		*	*
	Talks about their views, in a group activity, about the conduct of the characters in the story	*		*	*
Making efforts to please neighbours by good treatment of them	Makes suggestions about avoiding inconvenience to others when playing with friends	*		*	*

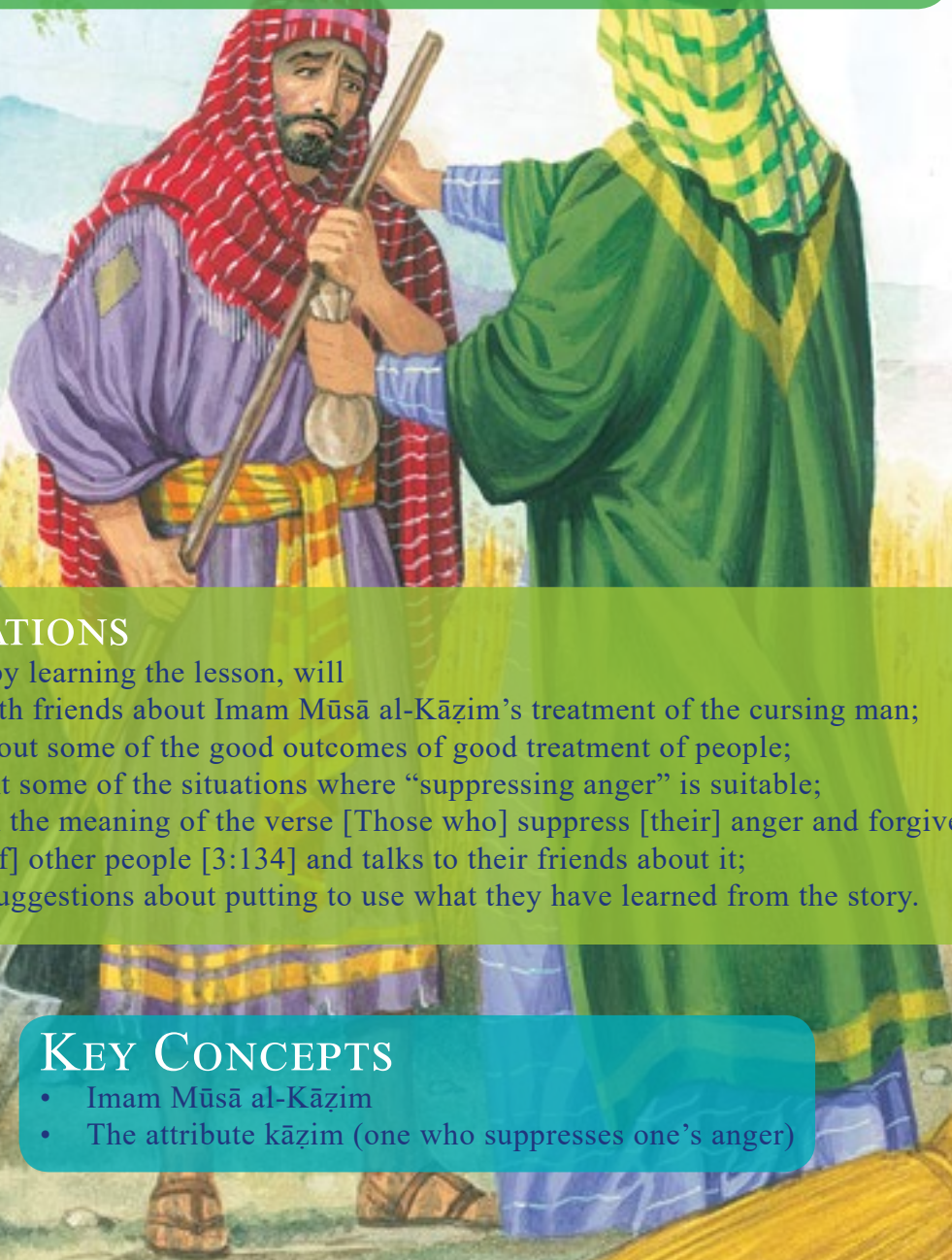


## Lesson 9

### Instead Of Insult

#### OBJECTIVES OF THE LESSON

1. Familiarity with Ḥaḍrat Imam Mūsā al-Kāẓim and his moral qualities;
2. Encouraging the student to develop an interest in and affection for the character and conduct of Imam Mūsā al-Kāẓim.



#### EXPECTATIONS

The student, by learning the lesson, will

1. Talk with friends about Imam Mūsā al-Kāẓim's treatment of the cursing man;
2. Talk about some of the good outcomes of good treatment of people;
3. Pinpoint some of the situations where "suppressing anger" is suitable;
4. Explain the meaning of the verse [Those who] suppress [their] anger and forgive [the faults of] other people [3:134] and talks to their friends about it;
5. Make suggestions about putting to use what they have learned from the story.

#### KEY CONCEPTS

- Imam Mūsā al-Kāẓim
- The attribute kāẓim (one who suppresses one's anger)

## Assessment

Objectives	Student Activities (Expectations): Student ....	Levels and Domains of Learning			
		Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
Familiarity with Imam Mūsā al-Kāzīm and his moral qualities	Talks with friends about Imam Mūsā al-Kāzīm's treatment of the cursing man	*		*	*
Encouraging the student to develop an interest and have affection for the character and conduct of Imam Mūsā al-Kāzīm	Enumerates some outcomes of good treatment of people	*		*	*
	Pinpoints some situations where "suppressing one's anger" is commendable	*		*	*
	Explains the meaning of the verse [Those who] suppress [their] anger and forgive [the faults of] other people [3:134] and talks to their friends about it	*		*	
	Makes suggestions about putting to use what they have learned from the story in the lesson	*		*	*



# Lesson 10

## Instead Of ...

### OBJECTIVES OF THE LESSON

1. Familiarity with tayammum (ritual purification with sand, soil, or dust, allowed when water is unavailable) and its obligatory rules and precepts;
2. Paying attention to performing tayammum when required;
3. Performing tayammum with due observance of its rules and precepts.

### EXPECTATIONS

The student, by learning this lesson, will

1. Explain the conditions for performing tayammum;
2. Talk about the steps in performing tayammum;
3. Demonstrate performing tayammum with due observance to its rules and precepts.

### KEY CONCEPTS

- Tayammum

### Assessment

Objectives	Student Activities (Expectations): Student ....	Levels and Domains of Learning			
		Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
Familiarity with tayammum and its obligatory rules and precepts	Explains the requirements and conditions for performing tayammum	*	*	*	
	Enumerates the steps in performing tayammum	*	*	*	
Demonstration of tayammum with due observance to its rules and precepts	Demonstrates tayammum with due observance of its rules and precepts	*	*	*	



# Lesson 11

## Iman Rida

### OBJECTIVES OF THE LESSON

1. Familiarity with Imam al-Riḍā and his moral qualities;
2. Developing an interest in and affection for the character and conduct of Imam al-Riḍā.

### KEY CONCEPTS

- Imam al-Riḍā
- Kindness and affection
- Helping those in need

115

### EXPECTATIONS

The student, by learning this lesson, will

1. In consultation with their friends choose a good title for the lesson;
2. Rewrite the story from the point of view of the chickens' mother;
3. Talk to friends and expresses views about the theme and content of the story;
4. Show their happiness by reading the poem;
5. Sing the poem;
6. Talk about the theme of the poem and their understanding it in their own words;
7. Talk to friends about the theme and content of the poem.



## Assessment

Objectives	Student Activities (Expectations): Student ....	Levels and Domains of Learning			
		Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
Familiarity with Imam al-Riḍā and his moral qualities	Rewrites the story from the point of view of the chickens' mother	*		*	*
	Talks with friends about the theme and content of the poem	*		*	
	Talks about the theme and content of the story with friends and expresses view	*		*	*
Encouraging the student to develop an interest in and have affection for the character and conduct of Imam al-Riḍā	In consultation with friends chooses a good title for the lesson	*		*	*
	Expresses their happiness by reading the poem	*		*	*
	Sings the poem	*		*	
	Talks about the theme of the poem and their understanding it in their own words	*		*	*



# Lesson 12

## Composition/Essay Writing Class

### OBJECTIVES OF THE LESSON

1. Familiarity with the etiquette of visiting holy shrines;
2. Developing an interest in visiting the holy shrines of the Imams and their descendants;
3. Accompanying adults in visiting holy shrines and observing the etiquette.

### EXPECTATIONS

The student, by learning the lesson, will

1. Talk about their memories of visiting holy shrines;
2. Explain the etiquette of visiting holy shrines;
3. Depict in a drawing a memorable event of visiting holy shrines.

### KEY CONCEPTS

- Visiting holy shrines
- Holy shrines

### Assessment

Objectives	Student Activities (Expectations): Student ....	Levels and Domains of Learning			
		Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
Familiarity with the etiquette of visiting holy shrines	Explains the etiquette of visiting holy shrines	*	*	*	
Developing an interest in visiting holy shrines of the Imams and their descendants	Talks about their memories of visiting holy shrines	*		*	*
	Depicts in a drawing a memorable event of visiting holy shrines	*		*	*

# Lesson 13

## The Brave Child



### OBJECTIVES OF THE LESSON

1. Familiarity with Imam Muḥammad al-Taqī and his moral qualities;
2. Encouraging the students to develop an interest in and affection for the character and conduct of Imam Muḥammad al-Taqī.

### KEY CONCEPTS

- Imam Muḥammad al-Taqī (al-Jawād, literally ‘very generous)
- Jawād (very generous)
- Courage

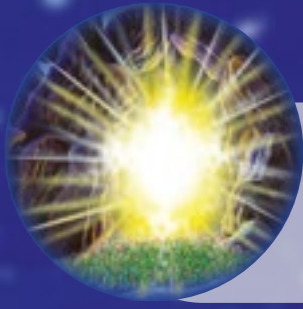
### EXPECTATIONS

The student, by learning the lesson, will

1. Talk to friends about Imam Muḥammad al-Taqī’s treatment of al-Ma’mūn;
2. Pinpoint some situations where showing courage is commendable;
3. Talk about some instances of generosity in their daily life;
4. Make suggestions about putting to use what they have learned from the life of the Ninth Imam.

### Assessment

Objectives	Student Activities (Expectations): Student ....	Levels and Domains of Learning			
		Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
Familiarity with Imam Muḥammad al-Taqī and his moral qualities	Pinpoints some situations where courage is commendable	*		*	
	Talks about some instances of generosity in their daily life	*		*	
Developing an interest in and affection for the character and conduct of Imam Muḥammad al-Taqī	Talks with friends about Imam Muḥammad al-Taqī’s treatment of al-Ma’mūn	*		*	*
	Makes suggestions about putting to use what they have learned from the life of the Ninth Imam	*		*	*



# Lesson 14

## Glorious Dawn

### OBJECTIVES OF THE LESSON

1. Familiarity with the Feast of the Birth of the Prophet ('Īd al-Mab'ath) as one of the most significant Islamic feasts;
2. Developing an interest in taking part in the Feast of the Birth of the Prophet;
3. Cooperation in holding the Feast of the Birth of the Prophet.

### KEY CONCEPTS

- Feast of the Birth of the Prophet

### EXPECTATIONS

The student, by learning the lesson, will

1. Consider the Feast of the Birth of the Prophet as one of the greatest Muslim feasts;
2. Develop an interest in taking part in the Feast of the Birth of the Prophet (and/or holding it at school);
3. Cooperate with the teacher and classmates in holding the Feast of the Birth of the Prophet in class.

### Assessment

Objectives	Student Activities (Expectations): Student ....	Levels and Domains of Learning			
		Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
Familiarity with the Feast of the Birth of the Prophet	Considers the Feast of the Birth of the Prophet as one of the greatest Muslim feasts	*		*	*
Developing an interest in visiting holy shrines of the Imams and their descendants	Develops an interest in taking part in the Feast of the Birth of the Prophet	*		*	*
Cooperation in holding the Feast of the Birth of the Prophet	Cooperates with the teacher and classmates in holding the Feast of the Birth of the Prophet in class	*	*	*	*



# Lesson 15

## Friendships

### OBJECTIVES OF THE LESSON

1. Familiarity with some of the duties and rights of friends towards each other;
2. Encouraging the view that any Muslim should select their friends from among good persons and do good to them;
3. Making efforts to treat friends suitably;
4. Familiarity with Islamic instructions about helping others in need;
5. Familiarity with the good qualities of a good friend and how to keep their friendship with them.

### EXPECTATIONS

The student, by learning this lesson, will

1. Talk with friends about the events mentioned in the lesson;
2. Express views about the conduct of the characters in the short stories in the lesson;
3. Complete the stories and make changes to them according to their liking;
4. Talk about other instances of good treatment and mistreatment of friends by telling memories or stories;
5. Talk about some of their own duties towards relatives, friends, and neighbors;
6. Enumerate some good qualities of a good friend;
7. Talk to friends about how to keep friendship with good friends.

120

### KEY CONCEPTS

- Respecting and doing good to friends
- Expectations from friends
- Keeping friendship



## Assessment

Objectives	Student Activities (Expectations): Student ....	Levels and Domains of Learning			
		Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
Familiarity with some of the duties and rights of friends towards each other	Talks to friends about the events mentioned in the lesson	*		*	*
Encouraging the view that any Muslim should choose their friends from among good persons and do good to them	Completes or makes changes to the stories according to their liking	*		*	*
Making effort to treat friends suitably	Expresses views about the conduct of the characters in the short stories	*		*	*
Familiarity with the good qualities of a good friend and how to keep friendship with them	Enumerates some good qualities of a good friend	*		*	*
	Talks about some of his duties towards relatives, friends, and neighbours	*		*	*
	Talks with friends about how to keep friendship with good friends	*		*	*





# Lesson 16

## To A Friend

### OBJECTIVES OF THE LESSON

1. Familiarity with some duties and rights of friends towards each other;
2. Paying attention to the good qualities of a good friend and how to keep friendship;
3. Making effort to select good friends and keep the ties of friendship with them.

### EXPECTATIONS

The student, by learning the lesson, will

1. Make examples of his expectations from friends;
2. Talk about the expectations of others;
3. Talk with friends and express views about Abū Dharr's treatment of the Prophet;
4. Talk about some of the duties and rights of friends towards each other;
5. Enumerate some of the good qualities of a good friend;
6. Talk about some of the benefits and outcomes of respecting the rights of others;
7. Prepare a beautiful piece of writing or a drawing about friend and friendship;
8. Talk with friends about how to keep the ties of friendship.

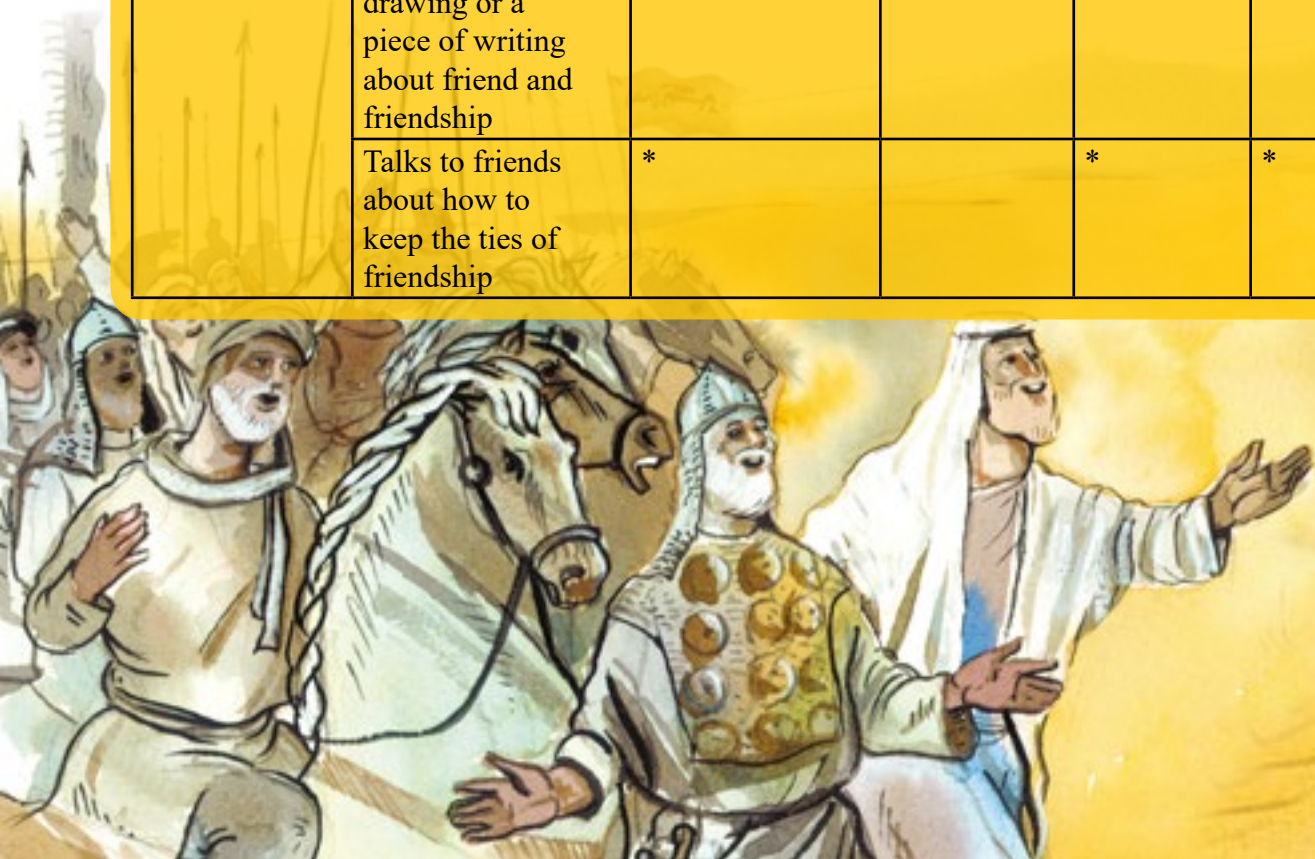
122

### KEY CONCEPTS

- Good treatment of friends
- The best things for friends

## Assessment

Objectives	Student Activities (Expectations): Student ....	Levels and Domains of Learning			
		Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
Familiarity with the duties and rights of friends towards each other	Enumerates instances of expectations from their friends	*		*	*
	Talks about expectations of others	*		*	*
	Talks about some of the duties and rights of friends towards each other	*		*	*
Paying attention to the good qualities of a good friend and how to keep the ties of friendship with them	Expresses views to friends about Abū Dharr's treatment of the Prophet	*		*	*
	Enumerates some benefits and outcomes of respecting the rights of others	*		*	*
	Talks about a good quality of a good friend	*		*	*
	Prepares a beautiful drawing or a piece of writing about friend and friendship	*		*	*
	Talks to friends about how to keep the ties of friendship	*		*	*







# Lesson 17

## My Dreams

### OBJECTIVES OF THE LESSON

1. Familiarity with some features of the world following the Appearance (or Advent, *zuhūr*) of the Imam of the Age;
2. Developing an interest in the Imam of the Age and his Appearance.

### EXPECTATIONS

The student, by learning the lesson, will

1. Talk about some of the beautiful things in the world following the Appearance of the Imam of the Age;
2. Talk about some of the thing they could do for the Appearance of the Imam of the Age;
3. Sing a beautiful song with his friends about the Imam of the Age;
4. Prepare a drawing about the beautiful things in the world following the Appearance of the Imam of the Age.

### Assessment

Objectives	Student Activities (Expectations): Student ....	Levels and Domains of Learning			
		Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
Familiarity with some features of the world following the Appearance of the Imam of the Age	Talks about some of the beautiful things in the world following the Appearance of the Imam of the Age	*		*	*
Developing an interest in the Imam of the Age and his Appearance	Talks about some of the thing they may do for the Appearance of the Imam of the Age	*		*	
	Depicts the beautiful things in the world following the Appearance of the Imam of the Age	*		*	*



# Lesson 18

## A Mother's Hands

### OBJECTIVES OF THE LESSON

1. Familiarity with examples of the Prophet's moral qualities and treatment of his relatives;
2. Developing an interest in the Prophet and his moral qualities and conduct;
3. Making efforts to set as a model the Prophet's moral qualities and treatment of his relatives.

### EXPECTATIONS

The student, by learning the lesson, will

1. Consider the Prophet as a role model for treatment of relatives;
2. Talk about the Prophet's treatment of his family members;
3. Make examples of the Prophet's kind treatment of relatives;
4. Talk about some good outcomes of kind treatment of relatives.

### KEY CONCEPTS

- The Prophet, a model of kind treatment of relatives

## Assessment

Objectives	Student Activities (Expectations): Student ....	Levels and Domains of Learning			
		Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
Familiarity with examples of the Prophet's moral qualities and kind treatment of relatives	Makes examples of the Prophet's kind treatment of relatives	*		*	
Developing interest in the Prophet and his moral qualities and conduct	Considers the Prophet as a role model for treatment of relatives	*		*	*
	Makes examples of good outcomes of kind treatment of relatives	*		*	*
	Talks with their family about the Prophet's kind treatment of his family	*		*	*

# Lesson 19

## The Faithful Wife



### OBJECTIVES OF THE LESSON

1. Familiarity with Ḥaḍrat Khadijah, the Prophet's wife and Ḥaḍrat Zahrā's mother;
2. Developing an interest in and affection for Ḥaḍrat Khadijah;
3. Making effort to gain further familiarity with the life, moral qualities, and conduct of Ḥaḍrat Khadijah.

### EXPECTATIONS

The student, by learning the lesson, will

1. Consider Ḥaḍrat Khadijah as the Prophet's wife;
2. Consider Ḥaḍrat Khadijah as the first woman who believed in Islam;
3. Make examples of Ḥaḍrat Khadijah's support for the Prophet in hardship;
4. Consider Ḥaḍrat Khadijah as Ḥaḍrat Fātimah's mother;
5. Talk with friends about Ḥaḍrat Khadijah and her contributions to Islam;
6. Conduct studies on Ḥaḍrat Khadijah and her contributions to Islam;
7. Write questions by reading the lesson and answers them.

## Assessment

Objectives	Student Activities (Expectations): Student ....	Levels and Domains of Learning			
		Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
Familiarity with Ḥaḍrat Khadijah, the Prophet's wife and Ḥaḍrat Zahrā's mother	Considers Ḥaḍrat Khadijah as the wife of the Prophet of the Islamic faith	*		*	*
	Considers Ḥaḍrat Khadijah as the first woman who believed in Islam	*		*	
	Considers Ḥaḍrat Khadijah as Ḥaḍrat Fāṭimah's mother	*		*	
Developing an interest in and affection for Ḥaḍrat Khadijah	Makes examples of Ḥaḍrat Khadijah's support for the Prophet in hardships	*		*	*
	Talks to friends about Ḥaḍrat Khadijah and her contributions to Islam	*		*	*
Making effort to gain further familiarity with Ḥaḍrat Khadijah's life, moral qualities, and conduct	Conducts studies about Ḥaḍrat Khadijah and her contributions to Islam	*		*	
	Writes good questions about the lesson and provides answers to them	*		*	



# Lesson 20

## Someone Sees Me

### OBJECTIVES OF THE LESSON

1. Understanding the concept of divine supervision of human acts;
2. Developing an interest in gaining divine satisfaction by doing good deeds;
3. Making efforts to do good deeds.

### EXPECTATIONS

The student, by learning the lesson, will

1. Consider God omniscient in supervising their deeds, even those done secretly;
2. Make examples of good deeds entailing divine satisfaction will be attained;
3. Make examples of evil deeds entailing divine dissatisfaction;
4. Talk about memories of their good deeds and conduct;
5. Explain the reasons for reprehensibility of some deeds;
6. Explain the reasons for doing some good deeds by themselves or others;
7. Explain the interrelation of the concepts pertaining to the section on knowing God with those in this section;
8. Compare good and evil deeds with regard to their outcomes.

### KEY CONCEPTS

- Divine omniscience
- Our responsibilities for our deeds and conduct;
- Our awareness of our deeds;



## Assessment

Objectives	Student Activities (Expectations): Student ....	Levels and Domains of Learning			
		Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
Understanding the concept of divine supervision of human acts	Considers God omniscient of their deeds, even those done in secret	*		*	*
	Makes examples of good deeds leading to divine satisfaction	*		*	*
Developing interest in attaining divine satisfaction by doing good deeds	Makes examples of evil deeds entailing divine dissatisfaction	*		*	*
	Explains the interrelation between the concepts of the section on knowing God and those in this section	*		*	*
Making effort to do good deeds	Explains the reasons for reprehensibility of some deeds	*		*	*
	Explains the reasons for doing some good deeds (by themselves or by others)	*		*	*
	Talks about memories of their good conduct and deeds	*		*	*



# Lesson 21

## Lasting Image

### OBJECTIVES OF THE LESSON

1. Understanding the concept that all our good and evil deeds are being recorded;
2. Developing a positive view of good deeds leading to divine satisfaction and human salvation in the hereafter;
3. Makes examples of good deeds entailing divine rewards in the hereafter.

### EXPECTATIONS

The student, by learning the lesson, will

1. Talk about the fact that our good and evil deeds are being recorded;
2. Make examples of good deeds leading to divine rewards in the hereafter;
3. Talk with the teacher and friends about the themes of the Qur'anic verses that close the lesson.

### KEY CONCEPTS

- Recording of our good and evil deeds
- Reaping the rewards and punishments for our deeds

### Assessment

Objectives	Student Activities (Expectations): Student ....	Levels and Domains of Learning			
		Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
Understanding the fact that all our good and evil deeds are being recorded	Explains the recording of our good and evil deeds	*		*	
Developing a positive view of good deeds leading to divine satisfaction and human salvation in the hereafter	Makes examples of good deeds leading to divine rewards in the hereafter	*		*	*
	Talks with the teacher and friends about the theme of the Qur'anic verses that close the lesson	*		*	*





# Lesson 22

## My Great Wishes

### OBJECTIVES OF THE LESSON

1. Familiarity with the concept of Resurrection (ma'ād) as a situation in which the outcomes of human deeds done in the this world will be determined;
2. Developing an interest in doing good deeds;
3. Encouraging the students to make effort to do good deeds;
4. Familiarity with a Qur'anic prayer pertaining to this context;
5. Making use of relevant prayers to talk with God.

### EXPECTATIONS

The student, by learning the lesson, will

1. Make examples of good deeds that lead to our salvation in the hereafter;
2. Pray to God for the blessing of doing good deeds.

### Assessment

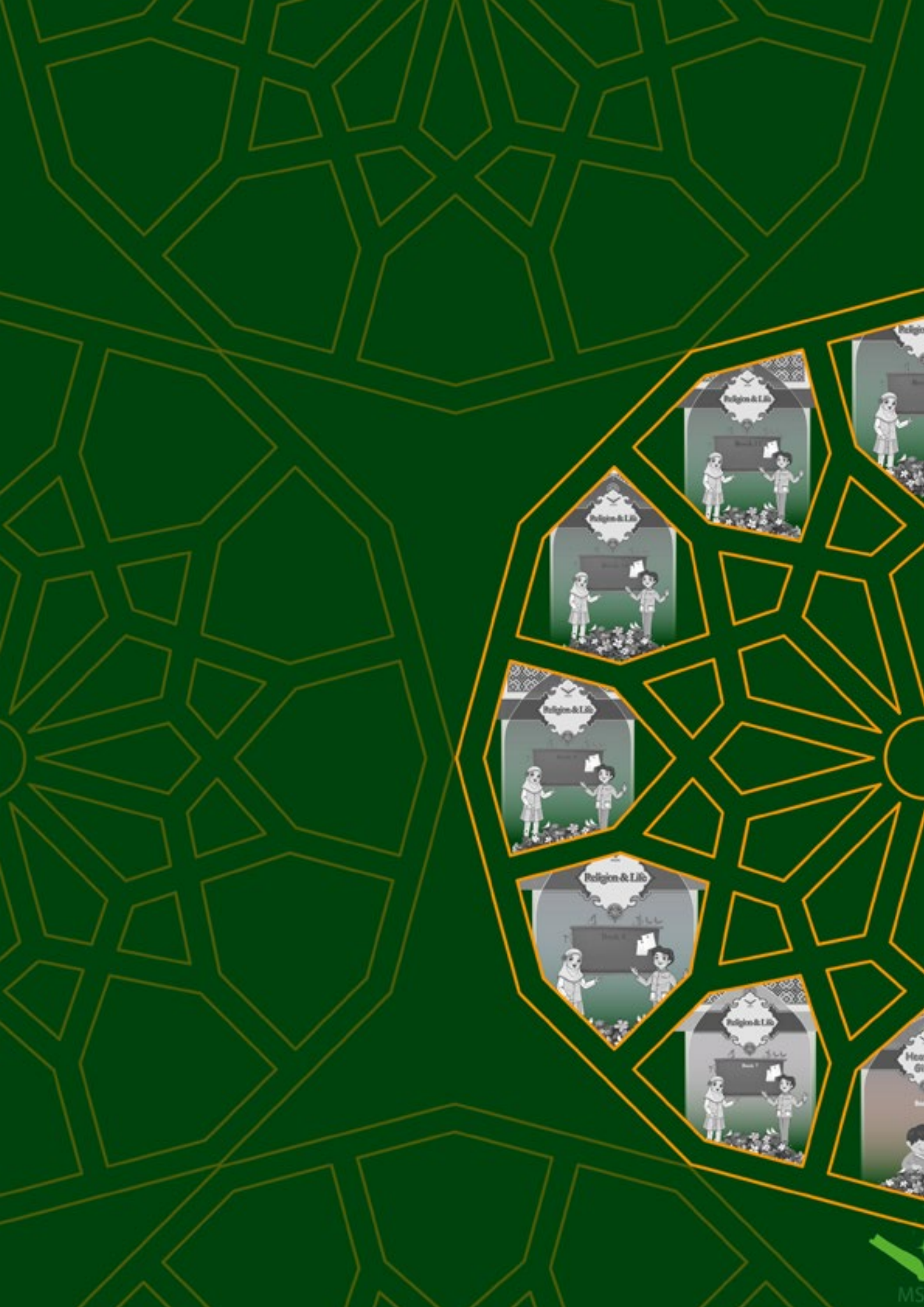
Objectives	Student Activities (Expectations): Student ....	Levels and Domains of Learning			
		Comprehension of concepts	Acquisition of skills	Making use of concepts and skills	Critical analysis and organization of ideas
Familiarity with the concept of ma'ād as a situation where the outcomes of human deeds done in this world will be determined	Makes examples of good deeds leading to our salvation in the hereafter	*		*	*
Making use of relevant prayers to talk to God	Prays to God for the blessing of doing good deeds	*	*	*	*



MSEN







# MSEN TEACHERS GUIDE

Msen Teaching Quran Book 1  
Msen Heavenly Gift Books 2 to 4

