

Some Lesson Ideas for teaching Islam

The Qur'an

How do Muslims use and show respect for the Qur'an? Invite the pupils to consider how they treat their most precious item. Either discuss this or get them to write this up. They can then investigate/research how Muslims treat and use the Qur'an and write this guidance up on a scroll base or in a booklet for a display.

The Shahadah – What do Muslims believe?

What is unique about Islam? What does it have in common with other faiths?

At KS3 you could explore the importance of having a clear statement to sum up your faith. You could contrast this with the Mool Mantra or Christian creeds. At KS2, you could compare and contrast with the Shema. For the more able pupils you might explore religious language. What are these faiths saying? Are they expressing the same things in different ways, and does it matter if they are? Or are they saying different things and what does that say about God?

The Mosque

Pupils could build or create a virtual mosque using ICT and then write a guide or PowerPoint to highlight and explain the main features.

KS2

Ceremonies to mark stages in a person's life: Birth and death ceremonies.

Write the order of one or both ceremonies out on card and invite the pupils to sort them into an order. Explore why we celebrate birth and remember the dead. Why do the pupils think it is important to mark these occasions?

KS3

Muslim idea of service & self-sacrifice to the community (Umma)

Should we all be expected to do voluntary work in our community would our country/world be better if we did? Is the idea of doing something for others still relevant today? This is a good cross-religious theme as it appears in all religions.

Activity Ideas

Problem solving ideas: think of a questions and the pupils can use information you give them to come up with a solution, there does not need to be just one correct answer, or you can get the pupils to research the answer for themselves and present their findings to the class.

Display work. Create the five pillars and write an explanation of what a Muslim is required to do for each pillar. There is still nothing wrong with the tried and tested tourist guide book for the hajj. Today this can be done using ICT and it is much easier to get the students to film a travel programme on the Hajj if you want to update the idea.

After looking at the guidance for decoration of Mosques and religious places invite the pupils to say what would have to be changed in their class room to make it suitable for studying the Qur'an.

'Do not make any graven images of me': Judaism, Christianity and Islam all have this rule, why do they interpret it differently? Can one interpretation be right and the others wrong? Have a debate on the house motion: 'Other religions should follow Islam's lead and ban images from their places of worship.'