# **Disposition: Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment**

## **Lesson:** Three

### Question/LO: How does Islam influence the life of its followers?

| **Dimension of learning** | **Activities** | **Resources** |
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| Learning about religious traditions and non-religious world-views | Ask the pupils how they might move a teenaged boy from one country to another, and from being a younger son and a person of no influence to being a mature respected man of justice. Expect answers including opportunity, education, money, etc.  Then read the story of Yusuf (Joseph).  Ask pupils to work in pairs to discuss the story.  Ask the pupils to work in small groups identifying the different ways in which Allah (God) transformed Yusuf’s (Joseph’s) situation.  (A: the jealousy of the brothers; the caravan of slave traders; enslavement with Aziz; the obsession of Zulaikah; Yusuf’s (Joseph’s) imprisonment; the ability to interpret dreams; and the promotion of Yusuf (Joseph) into Pharaoh’s service.)   1. Key learning: The most important quality Yusuf (Joesph) had was Trust in Allah (God).   Yusuf’s (Joseph’s) test was that he was separated from his father, but Yusuf (Joseph) was to become a prophet in Egypt. This is how Islam was to be introduced into Egypt by Allah (God).   1. Key learning: The most important quality Yusuf (Joseph) had was ‘patience’ as he knew Allah (God) had trust in him. | How Allah Influenced The  Life of Yusuf (Joseph) Part One and Two  KS2\_Y4\_Unit\_10\_Su\_Wk\_03\_of\_03\_  R2\_Resource\_Life\_of\_Yusuf\_Part\_  One\_v1  KS2\_Y4\_Unit\_10\_Su\_Wk\_03\_of\_03\_R2\_Resource\_Life\_of\_Yusuf\_Part\_  Two\_v1 |
| Learning from faith and non-religious world-views | Ask pupils who influences their behaviours? | n/a |
| Learning to discern | Ask pupils is it ever right to question “expected behaviour” | n/a |