# **Disposition: Being Reflective and Self Critical**

## **Lesson:** Three

### Question/LO: What does Islam teach about life’s journey? What role does being reflective play?

| **Dimension of learning** | **Activities** | **Resources** |
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| Learning about religious traditions and non-religious world-views | Explain to the pupils that in Islam, Muslims believe life is like a journey back to Allah (God). But it’s not just a journey in car, or on a train or to a place. It is mainly a journey of the heart, mind and soul in order to come the best person one can be. Muslims are meant to reflect on their lives, thinking deeply and learning as they go along – to make sure they do not make the same mistakes continuously.  Spirituality is defined by Muslims as a linking of actions to the purpose of life.  Look at Resource sheet: ‘Scenarios 1 and 2’. Teacher to read out the scenarios to the pupils. As a whole class discuss the scenarios and the answer the questions at the end of the scenarios.  Muslim’s purpose of life is to worship Allah, Imaan (faith), hence spirituality in this sense is linking the actions (Am-al) of an individual to the purpose of their life. Actions on their own, without using this frame work are just that – actions. They are material constructs of time, space and objects.  Muslims believe that the Shahadah (declaration of faith): ‘There is no God but Allah and Mohammad ﷺ is the Prophet and Messenger of Allah’ Is a perspective and behaviour.  Spirituality in this sense means the establishment, mindfulness and consciousness of (Allah) God in everything that a Muslim says and does, and this concept is called ihsan which means doing everything as though firstly one can see Allah (God) and secondly Allah (God) can see ones every action.  Look at Resource sheet: ‘Scenario 3 and 4’. Teacher to read out the scenarios to the pupils. As a whole class discuss the scenarios and the answer the questions at the end of the scenarios.  Ask pupils to work in small groups and make a list of ‘acts of kindness’ they have done in the last two weeks including today.  Tell pupils Muslims believe; Allah (God) consciousness is not static, it is dynamic. The level of (Allah) God consciousness is dependent upon how close the Muslim is with Allah (God). This personal relationship is established and strengthened by following a unique programme of activities that have been prescribed by Allah (God) himself. These are called the five pillars of Islam.  The five pillars of Islam are the defining practices of being a Muslim;  1.Shahadah (Belief in one Allah and Mohammad ﷺ the last prophet of Allah)  2. Salah (Five daily prayers)  3. Zakah (Charity)  4. Sawm (Fasting)  5. Hajj (Pilgrimage)  The five pillars of Islam help each Muslim to form a personal relationship with Allah (God) and understand the central principles of Islam; equality, justice and human dignity.  Tell pupils that a Muslims’ spiritual journey means carrying out actions with God consciousness and reflecting on the actions with the intention to continuously improve one’s character.  Ask the pupils what a reflection is. Use mirrors so the children can look at their own reflections. Ask the pupils why do we look at ourselves in the mirror each day? They may answer ‘to make sure we look good’ or ‘to make sure our hair isn’t out of place’.  Ask if they should reflect regularly not just on their appearance but also on their character. Which is more important? Why? Have brief discussion. | Resource sheets ‘Scenarios 1 to 4’  KS2\_Y6\_Unit\_012\_Su\_Wk\_03\_of\_03\_R123\_Resource\_Scenarios\_v2 |
| Learning to discern | Model a response from your own ‘experience’ to the question: can harsh self-criticism, stop me from being willing to lead or even to join in?  Now ask pupils to discuss the same question in pairs: can harsh self-criticism, stop me from being willing to lead or even to join in? | n/a |