# **Disposition:** Caring for others, animals and the environment

## **Lesson:** One

### **Question/LO:** What do others do for us? What can I do for others? What can I do to look after the world I live in? What do Ahmadiyya Muslims believe about caring for others?

| **Dimension of learning** | **Activities** | **Resources** |
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| Learning from experience  *Children to explore their own environment and take responsibility for it.* | Talk to the children about the question, ‘What do other people do for you?’  Draw out from them their experiences in and out of school.  Watch the film. Fischy Music, a band of Christian musicians, perform their song ‘Make a Difference’ at the Greenbelt Festival. Singer Suzanne explains the link to caring and accountability.  Move on to the question, ‘What do you do for others?’ ‘How do you make a difference?’  Then, ‘What do you do for the environment?’  Pupils can record their answers columns with lists of pictures.  Discuss with the children the 3 questions and answers. Which one was the hardest to answer? They will probably have found that the environmental issue is the trickiest.  Bring up the idea that their age might influence what they are able to do but this doesn’t mean they should do nothing.  The environment doesn’t have to be the whole world but just the area that they take up.  Ask the children to think about the school environment and what they can do to help look after it, in the classroom, the playground, around school.  If able to, take them outside on a scavenger hunt to really enable them to experience their area and what is in it, i.e. looking for wild flowers, piece of rubbish, leaves, etc., or take magnifying glasses and do a mini bug hunt.  If the children can’t go outside, ask them to create an image of what they are going to commit to do to look after their environment.  Discussion:  Why is it important to show concern for all that is around us? | A video ‘Fischy Music’ will have downloaded into the same folder as this lesson plan.  KS2\_Y3\_Unit\_02\_Aut\_Wk\_01\_of\_  03\_R123\_Video\_Fischy\_Music\_v1 |
| Learning About Religious Traditions and Religious Worldviews | *Explain:*  *A fundamental Muslim belief is that the Prophet Muhammad (pbuh) is the ‘Seal of the Prophets’, as mentioned in the Qur’an (chapter 33, verse 40) and the Hadith (sayings of the Prophet Muhammad), and agreed upon by Islamic scholars of all sects and throughout the ages.*  *Most Sunni Muslims and Shi’a Muslims understand this to mean that the Prophet Muhammad (pbuh) is the last and final messenger, after whom there will be no more prophets.*  *Ahmadi Muslims also believe that the Prophet Muhammad (pbuh) is the last prophet to bring a law and scripture, and that no other religion will be revealed after Islam. In addition, they believe their 19th century founder Mirza Ghulam Ahmad was the Mahdi and Promised Messiah, and a prophet who followed the teachings of the Prophet Muhammad. Mirza Ghulam Ahmad did not change, add to or subtract from the teachings of Islam.*  *Many Sunni Muslims and Shi’a Muslims do not agree with the claims of Mirza Ghulam Ahmad, and therefore may not regard his followers as Muslims.*  *Ahmadis identify as Muslims. They believe in Mirza Ghulam Ahmad as the Mahdi and the Promised Messiah. They, still like other Muslims, also firmly believe in the Holy Qur'an, the six articles of faith and Five Pillars of Islam.*  Ahmadiyya Muslims promote this concern with believing ‘Love for all, hatred for none’. A rejection of violence and affection for all.  Ask pupils to illustrate this idea with a picture, logo or action. | <https://www.loveforallhatredfornone.org/about-the-ahmadiyya-muslim-community/about-love-for-all-hatred-for-none/> |