# **Disposition:** Creating Unity and Harmony

## **Lesson:** Three

### **Question/LO:** What brings followers of Islam together?

| **Dimension of learning** | **Activities** | **Resources** |
| --- | --- | --- |
| Learning about religious traditions and non-religious worldviews*Explore the community act of prayer for Muslims.* | The five pillars of Islam are the defining practices of being a Muslim. This lesson is about Salah (prayer) the second pillar of Islam. Recap the five Pillars of Islam:**Teacher Information:***1.Shahadah (Belief in one Allah and Mohammed 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.* Wudu (preparation for Salah (Prayer)):Show clip of Moheen performing Wudu. He attends Al-Furqan School in Birmingham. He shows us how he does his symbolic wash before prayer. Discuss with the pupils why symbolic washing is important for unity and harmony. (*Everyone equally prepares themselves before Salah (Prayer) to Allah (God)).*Adhan (Call to Salah (prayer)):The call to prayer notifies all Muslims that it is time to pray. In the UK, the call to prayer is often limited to a specific radius of the mosque, but believers have access to a published timetable of prayer times.Rakah (positions in one unit of Salah (Prayer)):Muslims at prayer adopt a set pattern of prayer positions. It is most noticeable that whist praying people stand shoulder to shoulder at the outset and move through the prayer positions in perfect synchronisation. Which body positions and/or gestures in UK culture have a particular meaning? eg. shaking hands – look no weapon, bowing symbolising humility.Words (used in Salah (Prayer)):The prayers used were revealed to the Prophet Mohammed ﷺ. Regardless of where in the world prayers take place, Muslims always pray in the original Arabic.Salam (sharing peace when concluding Salah (Prayer)):The prayers are concluded with the sharing of peace to right and to left.Watch again film again from last lesson, ‘Iman and prayer’ (to let the pupils watch more carefully now they understand what they are looking for). | A video ‘ Moheen and Prayer’ will have downloaded into the same folder as this lesson plan. KS2\_Y3\_Unit\_03\_Aut\_Wk\_03\_of\_04\_R123\_Video\_Moheen\_Prayer\_v1A resource text will have downloaded into the same folder as this lesson plan:KS2\_Y3\_Unit\_03\_Aut\_Wk\_03\_of\_04\_R123\_**Qur’an 1:1-7: Resource Text\_v2** 1. *In the name of Allah, the Beneficent, the Merciful.*
2. *Praise be to Allah, Lord of the Worlds,*
3. *The Beneficent, the Merciful.*
4. *Master of the Day of Judgment,*
5. *Thee (alone) we worship; Thee (alone) we ask for help.*
6. *Show us the straight path,*
7. *The path of those whom Thou hast favoured; Not the (path) of those who earn Thine anger nor of those who go astray.*

This photo resource will have downloaded into the same folder as this lesson. It shows the prayer positions, Rakar. KS1\_Y3\_Unit\_03\_Aut\_Wk\_03\_of\_04\_R13\_Resource\_Photos\_Islam\_Prayer\_v2.A video ‘Iman and prayer’ will have downloaded with this lesson plan. KS2\_Y3\_Unit\_03\_Aut\_Wk\_03\_of\_04\_R123\_Video\_Iman\_Prayer\_v1 The Arts Society, Birmingham, has made films, richly illustrated print resources and activities for KS2, available free of charge.School Visits to Places of Worship in Birmingham<https://birmingham-faith-visits.theartssociety.org/muslim> |
| Learning from faith and non-religious worldviews | 1. Ask pupils whether unity can be promoted by common practice and activities.
2. Ask pupils whether communication breakdown can lead to disunity?
 | n/a |
| Learning to discern | Ask pupils whether doing the same thing as others in the group always puts an end to conflict and disagreement? | n/a |