# **Disposition:** Being Hopeful and Visionary

## **Lesson:** Three

### **Question/LO:** How do Muslims describe their ideal world? What do they do to help to bring this about?

| **Dimension of learning** | **Activities** | **Resources** |
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| Learning about religious traditions and non-religious worldviews  *Explore how peace could be achieved through unexpected circumstances as long as you are committed to the intention.* | In the story of Hudaybiyyah Muslims had set off on a journey to make Umrah in the month of Ramadan. Umrah is the non-mandatory or lesser pilgrimage to Makkah, which can take place at any point in the year. The greater pilgrimage is called Hajj and is the fifth pillar of Islam.  ***Teacher Information***  *The five pillars of Islam are the defining practices of being a Muslim. Today’s story mentions Ramadan and Hajj. These are the fourth and fifth pillar of Islam, recap the five pillars of Islam using the list below;*  *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.*  When Muslims reached the outskirts of Makkah, the Makkans did not allow them to make Umrah. Instead the circumstances changed and the Makkans decided to make a formal agreement of peace with the Muslims for a period of ten years. Muslims were always being attacked and killed. This was the first time anyone had offered a peace agreement to the Muslims. Even though the agreement was unfair Prophet Mohammad ﷺ signed the agreement because the ultimate aim of his teachings was to establish peace. In the story of Hudaybiyyah peace was achieved through unexpected circumstances.  Muslims describe their ideal world as a place where everyone lives together in peace. The story of Hudaybiyyah is one such example where the events of the time were used to bring peace to the Arabian peninsula.  Read paragraphs 1 and 2 of the ‘Story of Hudaybiyyah’ from the resource sheet and then discuss the following questions.  Why did Muslims leave Makkah to migrate to Madinah? (to get away from the persecution by the Makkans)  What does persecution mean?  Why do you think some of the Makkans were persecuting Muslims? (because of their religious beliefs)  Read paragraphs 3, 4 and 5 of the ‘Story of Hudaybiyyah’ from the resource sheet and then discuss the following question:  List all the steps taken by the Muslim pilgrims in the story, to ensure that their journey to Makkah was peaceful. (e.g. no weapons, changing the route when they knew that a group of 200 people were coming from Makkah, trying to see things from the Makkans point of view, signing an unfair treaty, returning home without completing the pilgrimage, etc.)  Read paragraphs 6 of the ‘Story of Hudaybiyyah’ from the resource sheet and then discuss the following question:  Discuss how Muslims might have felt knowing that they might have to defend themselves if the Makkans attacked without any weapons.  Read paragraphs 7 and 8 of the ‘story of Hudaybiyyah’ from the resource sheet and then discuss the following questions:  Why was Prophet Mohammad ﷺ willing to sign an unfair agreement? (because not signing the agreement would have meant war. There are no winners in a war, real victory is always peace).  Why did Allah (God) call this a victory in the Qur’an? (because no lives were lost and peace was agreed, real victory is always peace).  Read paragraphs 9, 10 and 11 of the ‘Story of Hudaybiyyah’ from the resource sheet and then discuss the following questions:  Why did points (C) and (D) of the agreement make people sad?  How did the Muslims benefit from the agreement?  Why were Muslims able to focus on education after the agreement?  The signing of the agreement made the Muslims *wish* for peace a real *hope* for peace. | A resource sheet, ‘The Story of Hudaybiyyah’ will have downloaded into the same folder as this lesson plan.  KS2\_Y5\_Unit\_04\_Aut\_Wk\_03\_of\_  03\_R123\_Resource\_Story\_of\_  Hudaybiyya\_v2 |
| Learning from faith and non-religious worldviews | Discuss with the pupils how hope is different from wishing.  How did the hope for peace change the lives of Muslims after signing the agreement?  How can having hope for a peaceful world change the way I live? (For example treating others in a way I would like to be treated?) | n/a |
| Learning to discern | If Christians have hope that they will go to heaven, does that mean they don’t need to care about life in the present (e.g. climate emergency)?  If Muslims hope for peace in the future does that mean they don’t need to work towards it now? | n/a |