# Title: Muslim Responses to Suffering

**Key Questions:** How should I respond to the needs of those who are suffering? How should I help those who are suffering?

**Key Concepts:** Suffering, the problem of evil and suffering, illusion, God’s will, free will.

|  |  |  |
| --- | --- | --- |
| **Learning objectives** | **Activities** | **Resources** |
| LO: to investigate Muslim views on suffering and consider if students find them convincing or not. | Ask students:  What can you remember from the previous lesson on suffering?  Do you agree with the problem of evil or do you think God and suffering can exist? Why?  In pairs discuss:  How do you think Muslims respond to suffering?  Do you think suffering stops them believing in God?  Feedback  Put students in to groups of four. Then each person investigates a different Muslim response to suffering using textbooks or internet resources.  Response 1: Allah has a plan  Response 2: Humans have free will  Response 3: Suffering is a test for the next life  Response 4: Good can come from suffering.  Students return to their original group and feedback what they have learnt. All students should now have notes of all four areas.  Write a help sheet to provide support for Muslims if they face a time of suffering.  Revisit these questions from the start of the lesson – have your answers changed?  Do you agree with the problem of evil or do you think God and suffering can exist? Why?  How do you think Muslims respond to suffering?  Do you think suffering stops them believing in God? | The author finds Islam in Today's World, (Religion in Focus series), by Deborah Weston useful for this task.  <http://www.bbc.co.uk/education/guides/zm7634j/revision/3>  The Arts Society, Birmingham, has made films, richly illustrated print resources and activities for KS3, available free of charge.  School Visits to Places of Worship in Birmingham  <https://birmingham-faith-visits.theartssociety.org/muslim> |