# **Disposition:** Being Open, Honest and Truthful

## **Lesson:** Two

### Question/LO: How do followers of Islam find out what is right?

| **Dimension of learning** | **Activities** | **Resources** |
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| Learning from experience | n/a | n/a |
| Learning about religious traditions and non-religious world-views  To begin to understand that the Hadith are sayings of the Prophet Mohammad ﷺ recorded by his followers. | At the beginning of the lesson stage a series of events. If the children are coming in from a break have people in the room. Arrange for an adult to come in at a specific time with a verbal message and dictate the message to the class.  Introduce the idea that Muslims believe that the Qur’an is a written record of words directly from Allah (God) revealed to prophet Mohammad ﷺ through Angel Jibrail (Gabriel).  *Prophet* Mohammad ﷺ *then explained the contents of the revelations and he gave practical demonstrations of their significance by leading his life according to these revelations. His actions were inspired by Allah (God). (Surah 8: 158. Surah 5: 15. Surah 33: 2). Prophet Mohammad’s ﷺ companions recorded his every action and saying both by memory and as written records.*  *These records are called Hadith.*  These records, both written and oral, were compared with each other and only those Hadith were compiled in Sahih Bukhari and Sahih Muslim which were identical. Where there were discrepancies, those Hadith were left out. These are often referred to the as the weak Hadith since they were only found in a few records and not all.  After the Qur’an most Muslims agree that Sahih  Bukhari and Sahih Muslim are the most reliable collection of Hadith.  Announce to the class that a series of events happened at the start of the lesson. In small groups, ask the children to jot down anything they remembered happening since the break. Ask them to put as much detail as possible.  Taking a different coloured pen, read the lists, circle anything they get right and note the score, e.g. remembering a lady came in – circle it and gain 1 point; remember a lady came in who wore glasses – circle and gain 2 points; remember a lady came in, wore glasses and a red jumper – circle them and gain 3 points.  Once you have finished the list, ask the children to read anything they have written which is not circled. For true recollections award plus points and for made up recollections award minus points. Ask each team to work out their total points.  Point out that this is broadly the principle used by people who collected the Sahih Bukhari and Sahih Muslim Hadith.  Followers of Islam are called Muslims. Muslims believe that Hadith is important to understand the Qur’an in the right way.  Did Prophet Mohammad ﷺ utter a word besides what was revealed to him by Allah (God) in the form of the Qur’an? The answer is no. | n/a |
| Learning from faith and non-religious world-views | Ask pupils whether they have double standards when it comes to being truthful and honest?  If a statement is explained without the related context with the intention of giving the person, the wrong impression then even though the statement is truthful, but it has not been explained in an honest way.  Ask pupils if this has happened to them? How would they feel? Is It fair? | n/a |
| Learning to discern | Ask pupils:   1. Whether honesty and truthfulness is the same? 2. Do they ever tell the truth to people in a way that is hurtful? 3. Do they see dishonestly more easily in others then in themselves? 4. Do they point out dishonesty in others? | n/a |