# Title: Is there anything else? What do Muslims think?

**Key Questions:** Who judges our integrity? What does it mean to live with integrity? Why do believers think integrity is important? How do they show this? What do the followers of T\* believe they are accountable to? Why? What are the benefits of reflecting on my life? When is it necessary to think critically about my own actions and how should I respond to what I notice?

**Key Concepts:** life after death, eternity, integrity, resurrection, judgement, reincarnation

|  |  |  |
| --- | --- | --- |
| **Learning objectives** | **Activities** | **Resources** |
| Be able to explain Muslim beliefs about life after death and how this belief affects the lives of believers | * Students to draw a hand in their books. Listen to the Islamic Rap/rhyme about life after death. Students write one thing they learnt in each finger and two questions about what they have heard in the palm of their hand
* Discuss what ‘this life is a test’ means.
* Use a set of scales and marbles – ask a student to volunteer and to list a number of things they have done in the past week or so – good and bad - does the good outweigh the bad? Do you live with integrity? Students can draw their own scales depicting good/bad deeds
* Explain to students that deeds are just one consideration on the Day of Judgement – intentions behind actions and Allah’s mercy are also key factors in the fate of a person
* Focus on key words: Akhirah - life after death; Barzakh - time between death and judgement; Al-Jannah - Heaven, Jahannam - Hell
* Students create a flow chart to depict Muslim beliefs about life after death
* Test results: ask students to write a mini summary/report of their lives saying whether they have passed the test or not!
 | Rap/rhyme: [www.youtube.com/watch?v=lk4jytUQhFg](http://www.youtube.com/watch?v=lk4jytUQhFg)Textbooks/information sheets to back reiterate information if requiredScales/marblesFlow chart templates if requiredTest result templates |