# Title: Muslim Views on God

**Key Questions:** What would we like to find out more about?

How do followers of T\* show curiosity?

How would my life improve if I were more curious?

Is curiosity a good thing?

Why is it good to be knowledgeable?

How do the followers of T\* show they value knowledge?

What knowledge from T\* do I think is valuable?

How do I respond when the views of different knowledgeable people conflict with each other?

**Key Concepts:** Atheism, Agnosticism, Theism, arguments, belief, practice, faith.

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| **Learning objectives** | **Activities** | **Resources** |
| LO: to consider Muslim views on God by evaluating the Shahadah and considering the 99 names of God. | Show students the pictures they looked at at the start of last lesson.  Why did Christians think God was like these things?  How do they think Muslim views might be different to this?  Explain to students that Allah is the Arabic word for God.  Ask students if anyone knows what the five pillars of Islam are. Remind them that these are not literal pillars but five key teachings all Muslims try to follow.  We are going to consider the first pillar – The Shahadah in detail.  Explain that it is the basic statement of the Islamic faith: anyone who cannot recite this wholeheartedly is not a Muslim.  When a Muslim recites this they proclaim:   * That Allah is the only God, and that Muhammad is his prophet * That they personally accept this as true * That they will obey all the commitments of Islam in their life   Watch the clip about the Shahadah.  Ask students to record in their books what the Shahadah is and when it is said.  Ask students to look back at the lessons LO  Which part of this have you now done?  What do you need to do now?  We are now going to consider what Allah is like..    Give pupils a copy of this quote from the Qur’an. Ask them to highlight the Tier 2 and 3 vocabulary and then discuss what the quote means.  “Say, [O Muhammad], “call upon those you claim [as gods] besides Allah." They have no power. They do not possess an atom's weight [of ability] in the heavens or on the earth, and they do not have any partnership [with Him], nor are any of them a helper for Allah.” (Qur’an 34:22)  Ask them to answer the question: What do you think this quote teaches Muslims about what Allah is like?  Repeat the process with this quote:  Allah: there is none worthy of worship except him, the living, the everlasting! Slumber does not overtake him nor does sleep, whatever is in the Heavens and the Earth belongs to him. (Qur’an 2.225)  Thinking about what you have read write three words a Muslim could use to describe Allah.  Feedback  What words did you choose?  Why?  Explain to students that they are now going to look at “The Beautiful 99 Names”  Discuss   * Muslims have 99 names to describe Allah – why do you think they need so many? * Look at the list you are given – are any of your words on there?   Choose one name from the list and think of a mime or an image that would show it.  (Explain to students that if they do the image they are not drawing God but just an image that is a reminder of a part of Allah’s character.)  Feedback  Do your mime/draw your image on the board- can the rest of the class guess which name you are thinking of?  Look at your list of names and choose:   * The one you find the hardest to understand. * The one you think is most unusual. * Write these up with your reasons for choosing them. * Some names are contradictory – e.g. the First and The last. What do you think this shows Muslims about Allah’s character?   Ask students to look again at the lessons LO  Have they achieved it? How? | <http://www.activityvillage.co.uk/sites/default/files/downloads/five_pillars_of_islam.pdf>  <https://www.youtube.com/watch?v=Z1uYIpD_SyE>  <https://www.islamic-relief.org.uk/islamic-resources/99-names-of-allah/> |