# Title: Allah

**Key Questions:** Is curiosity a good thing? How do I respond when views of different knowledgeable people conflict with each other? Is truth ever too challenging? Is it ever a good idea to not be honest with others? When and why do the followers of Islam take time out to be reflective? In what ways are the followers of Islam critical of their lives or faith?

**Key Concepts:** The nature of Allah: oneness (Tawhid)

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| **Learning objectives** | **Activities** | **Resources** |
| Explore how Muslims reflect on the nature of Allah. Consider how human beings are curious about the truth. | * Mind map the concept of Truth. What does this mean to students? This could be done as a whole class perhaps using mini whiteboards and using the Think Pair Share technique. * Why do human beings want to understand the truth about the world? In groups give students various examples of mysteries to look at. The Loch Ness Monster, Marie Celeste, even unsolved crimes (depending upon the setting). In groups students ask questions that they think will help them to uncover the truth. Challenge the groups to then consider why people might want to know the truth about the mystery they have been given. Also what might this task have to tell us about the wider world? * In their groups get students to consider why the nature of God is a mystery. What questions would they ask about the nature of God. * Give students a list of all or some of the 99 names of Allah. How might these names help them and help Muslims to understand the nature of Allah/God? * Why is our curiosity as human beings a good thing? Students could answer this question using Think Pair Share and mini whiteboards. | * Online examples of mysteries: <http://www.unexplained-mysteries.com/>   <http://www.nessie.co.uk/>  <http://www.maryceleste.net/>   * A list of the 99 names of Allah: <https://en.wikipedia.org/wiki/Names_of_God_in_Islam#Lists_of_names> * Mini whiteboards and pens * There are lots of textbooks available to support this. |