# **Disposition: Being attentive to the sacred, as well as the precious.**

## **Lesson:** Two

### Question/LO: How do followers of Islam show attentiveness?

| **Dimension of learning** | **Activities** | **Resources** |
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| Learning about religious traditions and non-religious world-views  Explore working in silence  and using other means to  communicate. | Hearing Voices game. Several loudly competing voices instruct the volunteer to go to different parts of the room. But the volunteer has been told which one voice to listen to and follows only their instructions.   1. Ask pupils what they can remember of what they heard?   Whenever the Qur’an is read, it must be listened  to in silence because this is an order from Allah.  This is explained in the Qur’an 7:204.  Ask pupils why they think it is important to listen in silence. Then read the story of Prophet Nuh (Noah) with pupils listening in silence.   1. Ask what they can remember of the story.   Ask pupils to discuss whether they heard and remembered was better in A or B?  Ask pupils whether it is better to listen in silence or in a noisy environment | Resource sheet, ‘Story of Prophet Nuh (Noah)’  (Qur’an 71:1-28).  KS2\_Y3\_Unit\_10\_Su\_Wk\_02\_of\_02\_R2  \_Resource\_Story\_Prophet\_Nuh\_v1  KS2\_Y3\_Unit\_10\_Su\_Wk\_02\_of\_02\_  R2\_Resource\_ Qur’an\_v1 |
| Learning from faith and non-religious world-views | Ask pupils if they make time to be attentive to God in silence or simply withdraw from the bustle of the world for silence? | n/a |
| Learning to discern | Ask pupils does quiet refection always being peace for them and others? | n/a |