# **Disposition: Responding to Suffering**

## **Lesson:** Two

### Question/LO: How do Muslims respond to the suffering of others?

| **Dimension of learning** | **Activities** | **Resources** |
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| Learning about religious traditions and non-religious world-views | The five pillars of Islam are the defining practices of being a Muslim. This lesson is about Zakah the fourth pillar of Islam;  1.Shahadah (Belief in one Allah and Mohammad ﷺ the last prophet of Allah)  2. Salah (Five daily prayers)  3. Zakah (Charity)  4. Sawm (Fasting)  5. Hajj (Pilgrimage)  The five pillars of Islam help each Muslim to form a personal relationship with Allah (God) and understand the central principles of Islam; equality, justice and human dignity.  Islam teaches Muslims to care for others. One way of doing this is by giving Zakah. Zakah also means purification of wealth. This means that Zakah is due at the rate of 2.5% on any money savings that a Muslim has not used it for one whole year. Zakah is distributed to the poor and needy using the rules in the Qur’an to prioritise the most needy, if there is not enough for everyone. Muslims can pay Zakah at any time of the year however a lot of Muslims choose to pay Zakah in the month of Ramadan. Ramadan is the time when Muslims fast during the day light hours between dawn and dusk. Fasting helps Muslims to develop empathy towards those who are less well off than themselves. This is an appropriate feeling to ensure that Zakah is calculated accurately and honestly as well as thinking of ways to help people with dignity.  In addition to the annual Zakah, Allah (God) encourages Muslims to be generous and give even more in charity, this is voluntary charity and called Sadaqa.  Wherever Zakah is mentioned in the Qur’an, Salah (5 daily prayers) is generally mentioned in the same verse. This is to remind Muslims that Zakah is given without any intention of getting recognition and thanks for this giving.  Recap with the pupils what empathy means.  Read through the Hadith (sayings of the Prophet Mohammad ﷺ).  Discuss the resource sheet, ‘Hadith’ with the children.  Watch the film. Islamic Relief, based in Birmingham, alleviates suffering after disasters and works world-wide. Imran, Somaya and Hamzah show us how clothing donated locally, and charitable giving helps thousands. We see Islamic Relief in action in Pakistan after an earthquake.  Ask pupils to research the variety of projects undertaken by Islamic Relief. Visit website. Choose children to give feedback to whole class.  Ask pupils to work in pairs and discuss how Muslims would help people who might be hungry because they have no money to buy food or thirsty because there is no clean water to drink; For example, by giving money to Islamic Relief and/ or working with them as a volunteer. | A resource sheet, ‘Hadith: Muslim, Book 45: chapter 13 p175-176 Hadith 2568 and 2569’ will have downloaded into the same folder as this lesson plan.  KS2\_Y4\_Unit\_08\_Sp\_Wk\_02\_of\_03\_  R123\_Resource\_Hadith\_v1    A video ‘Islamic Relief- regardful of suffering’ will have downloaded into the same folder as this lesson plan.  KS2\_Y4\_Unit\_08\_Sp\_Wk\_02\_of\_03\_  R123\_Video\_Islamic\_Relief\_v1  The Islamic Relief web site has a section on Zakah and looks at aid the organization provides around the world. Some of the images are not suitable for children, so we suggest a careful preview.  [www.islamicrelief.org](http://www.islamicrelief.org) |
| Learning from faith and non-religious world-views | Question: How do you respond when others are hurt or in pain? | n/a |
| Learning to discern | Question: Is it important to help people in pain? Is my involvement always helpful?  When is it better to allow more experienced/skilled people to take charge? | n/a |