

Five Pillars of Islam

<u>Learning Objective</u>		<u>Resources</u>	
<ul style="list-style-type: none"> To know the names of the five pillars of Islam and understand what each Pillar relates to. 		<ul style="list-style-type: none"> Presentation Video link Activity Worksheets x3 Teachers' notes Online Quiz link Paints, coloured pens/pencils Internet Wooden blocks/string (optional) Card Glue 	
<u>Teaching Input</u>		<u>Reinforcement Points</u>	
<ul style="list-style-type: none"> What do we know about Islam? What are the basic rules that Muslims follow? Play Starter video on slide 3 (link in slide). Go through the slides introducing the Five Pillars of Islam (<i>see Teachers' notes for support</i>). Stop after each slide giving the children an opportunity to Think, Pair, Share. Discuss any unfamiliar vocabulary and start a word wall for the unit. Use the links in the presentation to aid understanding about the Five Pillars. Use link to online class quiz (on slide 9) to see how much children remember about the topic. 		<ul style="list-style-type: none"> Some children may consider that fasting is obligatory on all Muslims, no matter what age or stage in life. Use the Video about Ramadan (link in Slide 6) to explain that children are not required to fast as well as those who are sick, elderly, pregnant or on a journey. Similarly, the Holy Pilgrimage to Makkah is essential for those who are fit and healthy, can afford to make the journey, and if it is safe for them to do so. 	
<u>Activities</u>			
<u>Activity 1</u>	<u>Activity 2</u>	<u>Activity 3</u>	
<ul style="list-style-type: none"> Create a hand poster showing the Five Pillars of Islam 	<ul style="list-style-type: none"> Link the Five Pillars of Islam with the correct pictures 	<ul style="list-style-type: none"> Using the Word Bank, complete the sentences about the Five Pillars of Islam. 	
<u>Practical Ideas</u>			
<ul style="list-style-type: none"> Choose five children to hold a rope/piece of string in the air. Remove a child from the middle. What happens to the rope? It should dip in the middle. Use this visual to explain the significance that Muslims must hold onto the pillars of Islam to uphold their faith. (Alternative: wooden blocks for columns and bridge across the middle. Remove centre columns to show how the structure collapses without all 5 columns). Show the children Islamic items such as a prayer mat and explain that Muslims cover their heads whilst praying. Girls wear a scarf and boys wear a cap called a Topi (Scarf and Topi can be sourced before the lesson to show the children). Share dates amongst the class (check for allergies before the lesson) and explain that dates are the food traditionally eaten when Muslims break their fast at sunset during Ramadan. This was a practice of the Holy Prophet Muhammad (peace and blessings of Allah be upon him). 			

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- Make a charity box. A template for a cube box has been provided if required. Print template using card and ask children to decorate the panels before folding them in place and sticking the box together.

Extension Task

Write a set of rules for our class community. What should we all do to be good pupils?

Plenary

- Discuss why Muslims call the five things they are expected to do 'pillars' (because they make them strong in their faith, help to support them in their life etc). Ask the children what things in their life help them to be strong and help them to know the right things to do (eg, parents, teachers, religion).
- Go through the quiz questions in Slide 9 and discuss any answers the children found difficult.
- Invite children who got onto the extension task to share the rules they prepared. Explore the importance of having rules and following them.

AfL Questions

- Do children know a Muslim is a follower of Islam?
- Can children recall the Five Pillars of Islam?
- Do children understand the meaning of each Pillar of Islam and what it requires Muslims to do?

Useful links:

- All Video Links can be found in the Presentation slides.
- Link to Class Quiz on slide 9.

Cross Curricular links: Literacy, Geography, ICT, D&T