



Teaching Guide

A to Z of Mini Muslims



A to Z of Mini Muslims is beautifully written by Mariam Latifi and is a great resource to teach children all about Islam and Muslims. Her book promotes religious awareness and tolerance and helps to dispel myths and stereotypes. Using child friendly language and beautiful visuals, it will captivate your child's learning. This guide comprises of teaching activities and guidelines that can be used across the curriculum. This book is great for children from ES1-S1 (children aged 5-7 years old), it can be extended S2-S3 (children aged 8-12 years old).



Educational Goals for Young Australians:

Melbourne Declaration on Educational Goals for Young Australians



Preamble:

... Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, **spiritual** and aesthetic development and well-being of young Australians, and in ensuring the nations ongoing economic prosperity and social cohesion.

Teaching about religious world views is important as it gives students an opportunity to learn about religions and spirituality and how religious beliefs are an important aspect of the lives of many Australians.

In relation to consideration of how religious world views might be catered for in an Australian curriculum, it is worth noting that the preamble to the Melbourne Declaration claims that schools can promote **spiritual** development and wellbeing. The intention that this be achieved is expressed in the details for the sub-goal of 'all young Australians becoming confident and creative individuals' who, the Declaration says, 'have a sense of self-worth, self-awareness and personal identity that enables them to manage their ... **spiritual** ... wellbeing' (McGaw, 2014, p.4).

Therefore, using the A to Z of Mini Muslims is a great resource in teaching about Islam and Muslims to promote religious world views.



Curriculum Framework

Religions & belief systems in the Australian Curriculum

Year	Civics & Citizenship	History	Geography
2		The importance of an historical site of cultural or spiritual significance.	
3		Celebrations and commemorations in other places; including those observed in Australia.	
4	How personal identity is shaped by ... religious ... [or other] groups.		
5		Role of a significant individual or group in shaping a colony; for example, ... religious ... leaders.	
6			World's cultural diversity, including that of its indigenous peoples.
7	How Australia is a secular nation and a multi-faith society.	Key features of ancient societies (... religion, ...). Roles of key groups, including the influence of ... religion.	... spiritual [and other] values of water for Australian indigenous people and peoples of the Asia region.
8	Religions practised in contemporary Australia.	Transformation of Roman world; spread of Christianity & Islam. Dominance of the Catholic Church.	... spiritual [and other] values of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples.
9	How and why religious [and other] groups participate in civic life.		
10		Continuity and change in beliefs and values in Australia.	

Religions & belief systems in the Australian Curriculum Civics & Citizenship

Year	Content descriptions	Content elaborations
4	Knowledge & understanding How personal identity shaped by cultural, religious and/or social groups.	<ul style="list-style-type: none"> Identifying groups to which students belong. Listing and comparing different purposes, beliefs, traditions and symbols. Recognising role of Place, language & knowledge for Indigenous people.
	Skills Reflect on own cultural identity compared with others'.	<ul style="list-style-type: none"> Comparing own & others' experiences, such as religious celebrations. Exploring stories about where people come from.
7	Knowledge & understanding How Australia is a secular nation and a multi-faith society.	<ul style="list-style-type: none"> Defining & discussing relevance of 'secular', 'multi-faith' and 'diverse society'. Identifying trends regarding religious observance in Australian society. Exploring Indigenous people's spiritualities, incl. adoption of other religions.
	Skills Gather and sort information.	<ul style="list-style-type: none"> Using a range of sources to show religious diversity in Australia.
8	Knowledge & understanding Religions practised in contemporary Australia.	<ul style="list-style-type: none"> Identifying influence of Judeo-Christian traditions on Australian society, democracy & law. Identifying religions that practised in contemporary Australia.
9	Knowledge & understanding How and why groups, including religious groups, participate in civic life.	<ul style="list-style-type: none"> Researching work of an (NGO), philanthropist or community group. Exploring how religious groups foster interfaith understanding or social justice. Investigating why a particular group advocates for change

Religions & belief systems in the Australian Curriculum History

Year	Content descriptions	Content elaborations
2	The importance today of an historical site of cultural or spiritual significance.	
3	Celebrations and commemorations in other places around the world; including those observed in Australia such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan.	
5	The role played by a significant individual or group in shaping a colony; for example, ... religious ... leaders.	<ul style="list-style-type: none"> Investigating the contribution or significance of an individual or group to the shaping of a colony in the 1800s.
7	Key features of ancient societies (farming, trade, social classes, religion, rule of law). Roles of key groups in society, including the influence of law and religion.	<ul style="list-style-type: none"> Identifying the major religions/philosophies that emerged by the end of the period (Hinduism, Judaism, Buddhism, Confucianism, Christianity, Islam), and their key beliefs
8	The transformation of the Roman world and the spread of Christianity and Islam. The dominance of the Catholic Church and the role of significant individuals such as Charlemagne.	
10	Continuity and change in beliefs and values that have influenced the Australian way of life.	<ul style="list-style-type: none"> Describing significant examples of continuity and change in beliefs and values, such as ... religious beliefs ...

Religions & belief systems in the Australian Curriculum Geography

Year	Content descriptions	Content elaborations
6	The world's cultural diversity, including that of its indigenous peoples.	<ul style="list-style-type: none"> Investigating the similarities and differences in official languages and religions between Australia and selected Asian and other countries.
7	... spiritual [and other] values of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region.	<ul style="list-style-type: none"> Exploring the multilayered meanings (material, cultural and spiritual wellbeing) associated with water for Aboriginal and Torres Strait Islander Peoples. Investigating the spiritual significance of water in an Asian culture
8	... spiritual [and other] values of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples.	<ul style="list-style-type: none"> Exploring the multilayered meanings (material, cultural and spiritual wellbeing) associated with landscapes and landforms for Aboriginal and Torres Strait Islander Peoples.

McGaw, 2014, pp.15-18



A to Z of Mini Muslims

ENGLISH:

Talking and Listening

Before Reading:

- What do you predict this book will be about?
- What do you know about Islam?
- What do you know about Muslims?
- Have you ever met a Muslim?

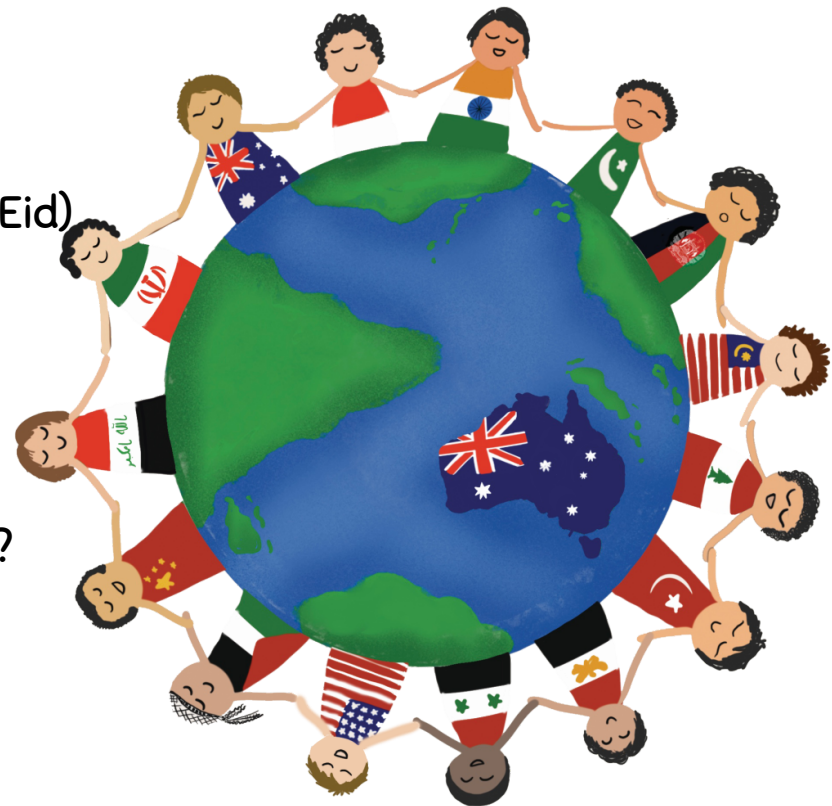


After Reading:

- Who do Muslims worship? (Allah – God)
- When do Muslims fast? (in Ramadan)
- What is the name of the special celebration in Islam? (Eid)
- What have you learned about Muslims and Islam?

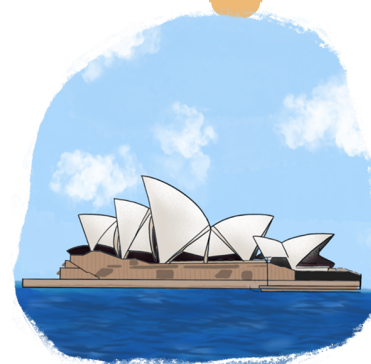
Discussion Questions

- What new words did you learn from the book?
- What was the purpose of the author writing this story?
- What is the genre of this book? How do you know?
- Why do you think the author gave the book this title?
- What Australian animals did you see in the book?
- What Australian plants did you see in the book?
- What Australian landmarks did you see in the book?
- What is your favourite part from the book?





A to Z of Mini Muslims



READING

Join these to their correct meaning.

Islam means

the followers of Islam and worship only One God.

Muslims are

submission to the will of God.

Muslims believe

in the final Prophet of Islam – Prophet Muhammad (PBUH).

The Quran is the

five pillars of Islam Shahdah, Salaat, Fasting, Zakat and Hajj.

Muslims follow the

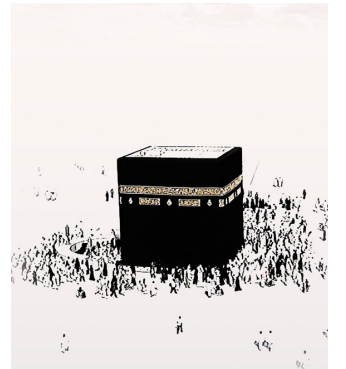
words of God and was revealed to Prophet Muhammad (PBUH).



A to Z of Mini Muslims

WRITING

Fill in the missing words.



Muslims worship and believe in only one God who is_____. They follow the religion of _____.

Muslims believe in the final Prophet of Islam who is _____. He was sent with the Holy _____ to teach mankind. The Quran is the _____ of Allah. Muslims pray _____ five times a day.

Muslims perform _____ and Umrah in Mecca.

Hajj is the _____ pillar of Islam and here Muslims also see the _____.

Muslims fast in the month of _____, followed by the religious festivity of _____.

Muslims follow the commands of Allah to do _____ and avoid what is not allowed.

_____ is half of one's faith so it is important to be clean.

Muslims give _____, a charity to help the poor and needy.

Islam

Quran

fifth

hajj

words

Kaabah

Allah

Taharah

Ramadan

salaat

Eid

Prophet
Mohammad SAW

zakaat

good

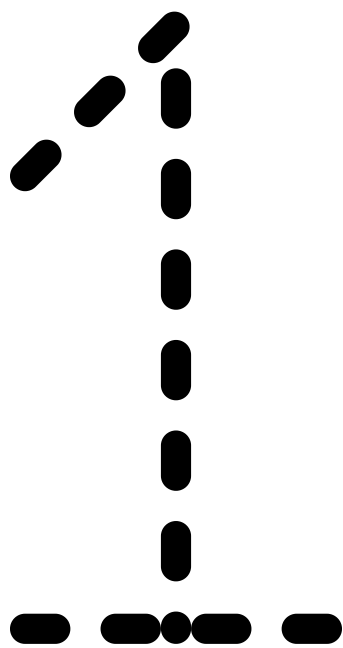


A to Z of Mini Muslims

MATH



Muslims believe in **one** God.
Can you trace the number one.



Write the number 1 here.

One

Ali wants to give **zakaat**.
How many \$1 coins are inside his
charity jar?





A to Z of Mini Muslims

SCIENCE

Making the rain clouds!

Why not try to make this fun science experiment to make the rain clouds?

You will need:

- shaving cream
- blue food colouring
- clear container/jar
- water
- dropper



Steps:

1. Fill up the container with water
2. Add a layer of the shaving cream on top.
3. Using a dropper, squirt some blue food dye on top of the shaving cream.
4. Watch what happens as the weight of the food colouring will start to push through the shaving cream and fall down through the water that's in the glass! This will look just like streaks of rain falling.

The shaving cream represents the cloud and the water is the atmosphere.

Simply add a few drops of blue food colouring to the shaving cream.

Watch what happens?

You should see streaks of rain falling.

The science behind it:

When the cloud gets too heavy, the drops fall through as rain! Therefore, when the water droplets grow heavy in the sky, gravity pulls them down from the clouds as rain, just like in the experiment.

So you should see the weight of the food colouring will start to push through the shaving cream and fall down through the water that's in the glass!

Allah created everything.

Did you know every single drop of rain is carried by an angel?

وَأَنْزَلْنَا مِنَ السَّمَاءِ مَاءً بِقَدَرٍ فَأَسْكَنَّاهُ فِي الْأَرْضِ
 And We sent down rain from the sky in due measure and We caused it to settle in the earth
 {Surah Al-Mu'minūn 23 : Verse 18}



A to Z of Mini Muslims

CREATIVE ARTS

Become an artist and paint the night sky with the crescent moon and the stars!



Making:

- Makes artworks in a particular way about experiences of real and imaginary things. · Recognises how places are represented in artworks.
- Uses the forms to make artworks according to various requirements. · Explores the qualities of different drawing media and tools such as watercolours and oil pastels.

Appreciating:

- Realises what artist do, who they are and what they make. · Understands that there are artists who make paintings about places.
- Begins to interpret the meaning of artworks acknowledging the roles of artist and audience. · Responds to and describes what artworks are about



A to Z of Mini Muslims

COOKING

Bake some delicious Eid Cookies?



INGREDIENTS

- 1 cup of soft unsalted butter
- 1 cup of powdered sugar
- 1 Egg
- 2 cups of plain white flour
(all purpose flour)
- 1 Tbsp of vanilla
- 1 tsp of baking powder

For icing

- 1 cup of icing sugar
- 3 Tbsp hot water
- 3 drops of food coloring

What you do...

1. Mix the butter and sugar together in a large bowl using a wooden spoon.
2. Add the egg and vanilla.
3. Mix all of the ingredients together.
4. Sift the flour into the mixture.
5. Mix everything together.
6. Dust a clean surface and roll out your mixture evenly.
7. Cut out your biscuits using the shape cookie cutters and put onto greaseproof paper on a baking tray.
8. Put in a pre-heated oven and bake at 180°C (160°C in a fan oven) for 15–20 minutes.
9. Leave the biscuits to cool, then decorate them

Disclaimer:

We hope you find this resource useful. These recipes are intended as general guide only and involve the use of knives and kitchen appliances. It is your responsibility to assess risks and ensure the activity is safe for those participating. We will not be held responsible for the health and safety of those participating and cannot accept any liability. It is also your responsibility to ensure you are fully aware of the allergies and health conditions of anyone making or consuming these products – noting potential allergens included in the ingredients



THANK YOU

Mariam Latifi

2021

WE HOPE YOU HAVE ENJOYED USING OUR TEACHING GUIDE, FEEL FREE TO SHARE YOUR FEEDBACK AND FOLLOW US ON FACEBOOK AND INSTAGRAM!

References:

1. Australian curriculum, assessment and reporting authority (ACARA). (2010). English. Retrieved from <https://www.australiancurriculum.edu.au/>
2. McGaw, B. (2014) Providing for religious world views in the education of all Australians (ACARA). Retrieved from https://docs.acara.edu.au/resources/20141014_Barry_McGaw_Providing_for_religious_world_views_in_the_education_for_all_Australians.pdf
3. State of New South Wales (Department of Education), 2021. Creative Arts. Retrieved from Visual arts (nsw.gov.au)