

Islam *Awareness*



Muslim Association
of Canada

Hajj - A Lesson on Inclusivity, Hope & Trust

Primary / Middle School

Workshops

Primary/Middle School:
Hajj- A Lesson on Inclusivity, Hope & Trust

Learning Objectives:

- Students learn that Hajj is a pillar of Islam performed by able-bodied Muslims
- Students learn the historical link between Abrahamic religions through Hajj rituals
- Students learn that Hajj shows we should not judge one another by the way we look
- Students learn about empathy, kindness, hope and trust

Prior Teacher Preparation:

Knowledge base:

- Intro to Hajj: <https://www.youtube.com/watch?v=dACe2UCrZs>
- When is Hajj: <https://yageneinstitute.ca/abdullah-odu/co/pillar-5-when-do-muslims-go-haji-pilgrimage>
- Why do Muslims perform Hajj: <https://www.youtube.com/watch?v=PUv0BRWuMU>
- The purpose/big picture behind Hajj: <https://www.youtube.com/watch?v=Ulh-HIh12w>
- Quick reference guide: <https://makkaah-madinah-accor.com/hajj-omra-guides/hajj-guide/>
- Infographics on Hajj: <https://aboutislam.net/reading-islam/ij-vine-islam/hajj-step-step-infographic/>

Disrupt Misconceptions:

Activity to be done prior to workshop:

- Disrupt misconceptions and clarify knowledge:
- Show images of the following and ask students what the item is about:
 - Kaaba in Mecca
 - Men and women doing tawaf around the Kaaba
 - Standing on Mount Arafat
 - Sheep
 - The moon
 - The word "Eid"
- Refer to the *glossary of terms* below



Islam 101- See MAC Islam Awareness Courses

#1 Participate: "Do it"

Options:

1. Invite a guest speaker to come and present on Hajj through a hands on activity (a role play of some of the Hajj rites).
 - Students dress all in white and go around the "Kaaba" 7 times (Tawaf)
 - After completion of Tawaf: students run back and forth from two stations (Safaa and Marwa)
 - Presentation on Hajj by reading a children's book or watching short videos.
 2. Presentation on Hajj by reading a children's book or watching short videos.
 - Show video what Hajj is about: <https://www.youtube.com/watch?v=PpLlJHSHXY>
 3. Either of the above options can be followed by one of these hands-on activities:
 - Make Eid cards: <https://www.youtube.com/watch?v=Aq3YI28schQ>
 - Eid paper lanterns: <https://nurturestore.co.uk/paper-lanterns-ramadan-craft>
 - Kaaba: <https://www.firstpalette.com/printable/cube.html>
 - Mosaic art: <https://www.pinterest.ca/pin/559501953678114941/>
 - Other activities: <https://www.teacherspayteachers.com/Browse/Price-Range/Free/Search:hajj>
- Students are encouraged to share their creations with each other.

#2 Reflect: "What Happened"

- Teachers can invite a Muslim community member to share through pictures, videos and storytelling their lived in experience of performing Hajj.
- Share reactions and observations through photography taken during 'Tawaf, Safaa, and Marwa'
- Explain that Muslims who are not present for Hajj are still deeply cognizant of it and that Eid-ul-Adha (celebration after completion of Hajj) and the Udhayyah (sacrifice of a livestock animal) are one of the ways they connect with the pilgrims.
- Discuss feelings generated by the experience and capture the words in word clouds and post on one side of the wall in the class
- Let the group (or individual) talk freely and acknowledge the ideas they generate regarding the following points:
 - We are all different (culturally, skin complexion, religion etc.) but the same when doing a task together.
 - What can we do in our class to capture the theme of diversity and anti-racism?
 - What can we do to practice anti-racism in our school community?
 - How do we build trust between the students in our class, and school?

#3 Apply: "Now What?"

- Apply what was learned about Hajj and respecting others to a similar or different situation.
 - Discuss how new learning can be applied to other situations.
 - When you see/hear something that is unfamiliar to you and your upbringing, how do you deal with it?
 - What are some things we can say when we experience something different? For example, "That's cool! I never knew that before!" "I like the way you do that." "Can you tell me more about that?"
 - What can you do to 'get out' of your comfort zone and play with another student that you do not usually play with?
 - What is a kind, nice or a helpful act that you have done for another student?
- Remind students that it is ok to ask questions, in an appropriate and respectful manner.
- Help each individual feel a sense of ownership for what was learned through journaling and sharing their thoughts and learning with family members at home.

Assessment:

How do you know if they GOT IT?

- Design a worksheet, journal recording, test, quiz, or performance-based activity for students to demonstrate what they have learned.
- Have your Goals and Learning Objectives been met?
- What will you do to assist those who do not 'get it'?
- How might you extend the lesson, dig deeper, go beyond?

Glossary of Terms:

Arafat, Mina, Muzdalifah: Desert locations some distance from Makkah where various important Hajj rites are performed.

Dhul-Hijjah: The last month of the Islamic calendar during which Hajj is performed.

Hajj: One of the five pillars of Islam, Hajj is a set of acts of worship performed in and around Makkah in an order and manner prescribed by Allah and Rasul Allah (s.a.w.).

Ihram: The distinctive garb of the male pilgrim. It consists of two pieces of white, unsewn and plain cloth. One piece is wrapped around the waist from just above the navel to just above the ankles, and the other is draped around the shoulders. For ladies their everyday ordinary clothes constitute their Ihram.

Kaaba: The Kaaba, meaning 'cube' in Arabic, is considered by Muslims to be the house of God; it rests within the Grand Mosque of Mecca. All Muslims face the Kaaba when completing their prayers.

Sa'i: The devotional act of walking seven times between Safa and Marwa to commemorate Hajar's desperate search for water for her son Isma'il (a.s.).

Safa and Marwa: Two small knolls (hills) near the Kabah inside Haram al-Sharif. The pilgrims perform Sa'i by walking back and forth between them to retrace the footsteps of Hajar (wife of Prophet Ibrahim) during her search for water for her infant son Isma'il (a.s.).

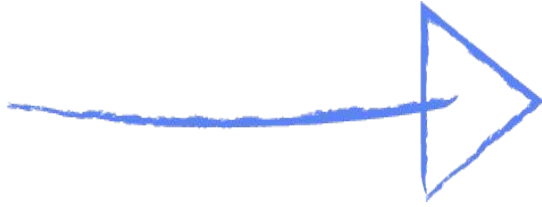
Tawaf: The devotional act of circumambulating (i.e., walking around) the Kabah in a specific manner while reciting prayers. Each complete circuit around the Kabah is called a shawt (plural: ashwat). Seven ashwat constitute a complete Tawaf.

Udhayyah: The sacrifice of a livestock animal (such as a cow, goat or sheep) which is offered during the four days of Eid-ul-Adha.

Learning Objectives

- ◆ Hajj is a pillar of Islam performed by able-bodied Muslims
- ◆ Historical link between Abrahamic religions through Hajj rituals
- ◆ Hajj shows we should not judge one another by the way we look
- ◆ Learn about empathy, kindness, hope and trust





Teacher Preparation



HAJJ & OMRA GUIDES > [HAJJ GUIDE](#)

HAJJ GUIDE



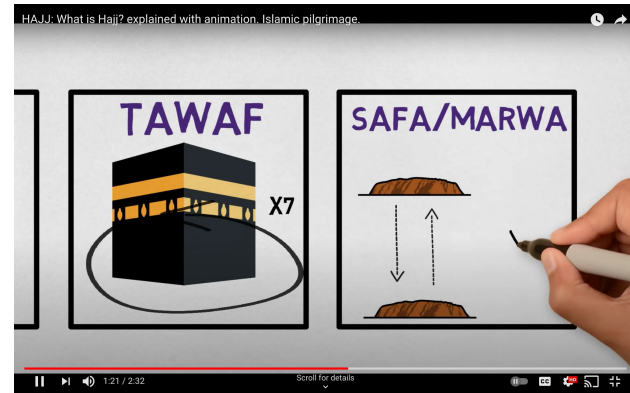
Disrupt Misconceptions



#1 Participate: “Do it”

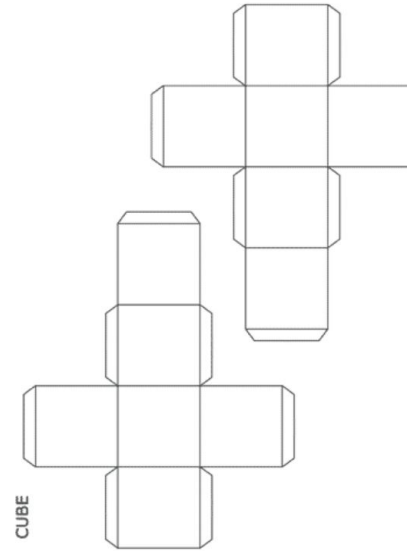
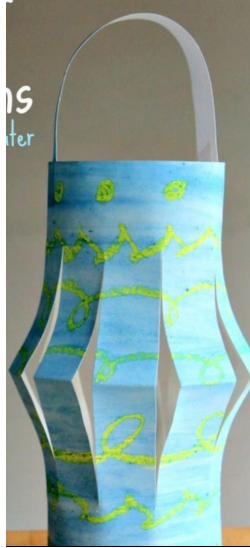


*Guest Speaker +
Role Play*

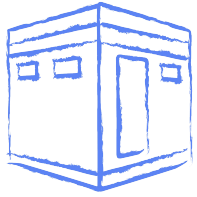


*Video
Presentation*

Hands-on Activities



CUBE



2 Reflect: “What Happened”

Muslim community member

Pictures, videos and storytelling

Share reactions and observations

‘Tawaf, Safaa, and Marwa’

Feelings generated by the experience

Capture the words in word clouds

- Discussion Points:**
- ◆ We are all different (culturally, skin complexion, religion etc..) but the same when doing a task together.
 - ◆ What can we do in our class to capture the theme of diversity and anti-racism?
 - ◆ What can we do to practice anti-racism in our school community?
 - ◆ How do we build trust between the students in our class, and school?

#3 Apply: “Now What?”

Apply what was learned about Hajj and respecting others to a similar or different situation.

When you see/hear something that is unfamiliar to you and your upbringing, how do you deal with it?

What are some things we can say when we experience something different?

What can you do to ‘get out’ of your comfort zone and play with another student that you do not usually play with?

What is a kind, nice or a helpful act that you have done for another student?

Assessment:



**Design a worksheet, journal recording, test, quiz,
or performance-based activity for students to
demonstrate what they have learned.**

Curriculum Connections

Subject	Grade Level	Overall Expectations
Social Studies	1	Strand A. Heritage and Identity: Our Changing Roles and Responsibilities A1. describe some of the ways in which people's roles, relationships, and responsibilities relate to who they are and what their situation is, and how and why changes in circumstances might affect people's roles, relationships, and responsibilities as well as their sense of self A2. use the social studies inquiry process to investigate some aspects of the interrelationship between their identity/sense of self, their different roles, relationships, and responsibilities, and various situations in their daily lives A3. demonstrate an understanding that they and other people have different roles, relationships, and responsibilities, and that all people should be treated with respect, regardless of their roles, relationships, and responsibilities
Social Studies	Grade 2	Strand A. Heritage and Identity: Changing Family and Community Traditions A1. compare some significant traditions and celebrations among diverse groups and at different times, and identify some of the reasons for changes in these traditions/ celebrations A2. use the social studies inquiry process to investigate some of the past and present traditions and celebrations within their own family and the communities to which they belong A3. describe some of the major groups in their community, including different types of families, and some of the ways in which traditions and heritage are passed on by such groups
Social Studies	Grade 6	Strand A. Heritage and Identity: Communities in Canada, Past and Present A1. assess contributions to Canadian identities made by various groups and communities, including First Nations, Métis, and Inuit communities, and by various features of Canadian communities and regions A3. demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities, including First Nations, Métis, and Inuit communities, in Canada
The Arts	Grade 1-8	Strand D. Visual Arts D1. Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings; D2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences; D3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts.

Thank you

