

# Islam *Awareness*



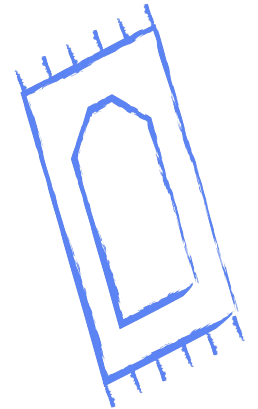
**Sharing the Muslim Salah (prayer) Experience**

**High School**

# Learning Objectives

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- ★ Understand the importance of prayers (salah) in Islam.
- ★ Understand the need for Muslims to have a safe clean space to complete their required salah.
- ★ Understand that salah is a requirement offered as a means of reflection, redemption and renewal
- ★ Reflect on the actions within the Islamic prayer as an invitation to a personal reflection/meditation session, wherein spirituality and action towards oneself and others is evaluated and harnessed.





# *Experiential Learning*

## #2 Participate: "Do it"

### Option A:

- Educators can organize a school trip to a local mosque or Islamic centre to see how a typical prayer is performed in a community setting. Some mosques have an 'open door' or 'educational tour' that could be booked to discuss the basic tenets of Islam and if time permits join a community prayer session for those who would like to experience a "prayer" in congregation.
- Find local mosques and Islamic centres to book a school trip:  
<https://www.islamicfinder.org/places/>

### Option B:

- Teacher could show the following short video on how Muslims prepare for prayer (wudhu) and then how they pray (salah). As a preface to introducing the wudhu and salah, teachers could include the adhan 'call to prayer' which is an invitation/call to pray.
- Adhan- how it sounds in the community- <https://www.youtube.com/watch?v=Wbb-S5uq8SY> or just words and audio <https://www.youtube.com/watch?v=1kJExyKG4Y>
- Wudu -purification
- <https://www.youtube.com/watch?v=93kjPt64jaA>
- Salah- 2 rakat Fajr (morning prayer)
- <https://www.youtube.com/watch?v=Kuk6HgOH3yQ>

## #3 Reflect: "So What does this mean to me?"

- Ask students to write a reflection piece, or create a vlog where they discuss their "prayer/meditation" experience and what it means to them.
- Connect the experience with life skills shared commonly by humanity such as:
  - discipline, accountability, reflection, humility, empathy, gratitude, servitude through social activism to bring equity, justice for the vulnerable.
- Examples of generalizing questions:
  - What did you learn about yourself through this activity?
  - Why is (life skill - examples mentioned above) important in your daily life?
  - How can the life skills learned from consistent meditation/salah help you in your future?
- Life skills with real life examples:
  - Teachers might use this opportunity to discuss the art of **discipline and routine** in each student's personal life and how it could help them "grow" in their own personal space.
  - Accountability and taking ownership** for one's action the 'good' and the 'bad' and using this time (prayer/meditation) to reflect on your actions and what you can do to improve yourself and the life of others
  - Empathy and admiration** for those that take time out for themselves to "reflect" even when not "cool" or "popular" to do so.

## PART B:

### Option 1: Self-reflection and Challenging oneself through new experiences

#### #4 Application: "Now What?"-(Challenge yourself)

Once students have reflected on their actions in their own personal life, they can apply these reflections to new experiences and challenge themselves to have more discipline, accountability, responsibility, and empathy in their lives.

- Apply what was learned to a similar or different situation,
- Improve on past experiences and practice by implementing these life skills.
- Example questions about applying the experience:
  - How can you apply what you learned to a new situation?
  - How will you act differently in the future?
  - How could you apply life skills learned through this practice in the future?

### Option 2: Integrate with Anti-Islamophobia Practices in context of Muslims students being able to pray in public schools

#### #4 Generalizing/ Reflect: "So What?"

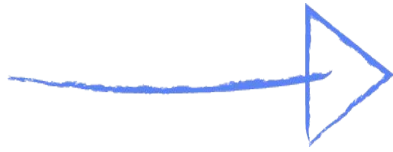
- Connect the experience with real world examples: --something so personal as prayer is on the attack because of Islamophobia, Anti-Muslim hate, bigotry due to gendered and racist beliefs that drives it.
- Find general trends or common truths in the experience.
- Now that we have learned about the importance of prayer for a student that self-identifies as a Muslim, what can be done in our school community to accommodate those who wish to take a short time to do their prayers.
- Discuss some issues that were caused when some folks were ignorant, or had anti-Muslim hatred towards a few students taking time out to pray.
- Discuss what is meant by a secular space?
  - Is secular space neutral? Or does it take a position especially in the context of an individual who identifies as part of a faith community that has a short window of opportunity to perform a religious obligation.
- Present the following articles and video report:  
<https://www.cbc.ca/news/canada/toronto/muslim-students-praying-video-peel-1.4048991>
- And this one on provincial government stance on making accommodation:  
<https://www.thestar.com/news/queenspark/2017/03/23/muslim-prayers-in-schools-get-provincial-endorsement-following-intense-meeting.html>
- Local imam threatened for supporting Friday prayers inside schools:  
<https://www.cbc.ca/news/canada/toronto/imam-ibrahim-hindi-s-breast-1.4075975>

## #5 Application: "Now What?"

- Discuss how more effective behaviors can develop from the new learnings.
- Help each individual feel a sense of ownership for what was learned.
- Example questions about applying the experience:
  - How can you apply what you learned to a new situation?
  - How will you act differently in the future?
  - How could you apply life skills learned through this practice in the future?

## Self-Evaluation: (for both options 1 & 2)

- Reflect on strengths and weaknesses of the lesson as taught.
- Describe individual student responses to techniques used. How did they react?
- Discuss student "thinking" and ideas.
- Ask students for a brief evaluation of the activity. Include their responses.



# Teacher Preparation

Teachers may review the following resources to build their knowledge base:

- What is prayer:  
<https://yaqeeninstitute.ca/abdullah-oduro/pillar-2-what-is-prayer>
- Why do Muslim pray:  
<https://yaqeeninstitute.ca/abdullah-oduro/pillar-2-why-do-we-pray>
- Why does God Ask People to Worship Him (infographics)  
<https://yaqeeninstitute.ca/infographics/why-does-god-ask-people-to-worship-him-infographic>
- Punctuality in prayer:  
<https://yaqeeninstitute.ca/omar-suleiman/allah-loves-punctual-prayer>
- [Islamic Heritage Month: Resource Guidebook for Educators](#)
- Find local mosques and Islamic centres <https://www.islamicfinder.org/places/>



## *#1: Myths and Misconceptions about Prayer and Islam*

Ask students the following questions and ask them to jot their answers down on a cue card given to them:

- Who do Muslims pray to?
- Why do Muslims pray?
- How many prayers do Muslims have in a 24 hour period?

### **About Prayer:**

- Muslims worship the moon or a strange god
- Muslims supplicate only in Arabic
- Muslims who pray all their prayers are fundamentalist
- Women are oppressed and/or forced to do things (e.g. pray behind men)

### **About Islam:**

- It is a violent, barbaric religion
- It oppresses women
- It is strict and/or old-fashioned

# Facts on Prayer and Islam

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Muslims pray 5 times a day. Salah or 'prayer' is one of the 5 pillars of Islam.

Prayer is an opportunity for reflection, redemption and renewal.

Men and women are equal in prayer but occupy separate spaces

Muslims can supplicate to Allah in any language

Archangel Gabriel taught the Prophet how to pray how then taught humanity.

# #2 Participate: “Do it”

## *Option A: A trip in the community*

- Educators can organize a school trip to a local mosque or an Islamic centre to see how a typical prayer is performed in a community setting.

**Resources:** Find local mosques and Islamic centres to book a school trip: <https://www.islamicfinder.org/places/>

## *Option B: Video presentation*

Teachers could show the following short video on how Muslims prepare for prayer (wudhu) and then how they pray (salah). As a preface to introducing the wudhu and salah, teachers could include the adhan “call to prayer” which is an invitation/call to pray.

### **Resources:**

- Adhan- how it actually sounds in a Muslim country  
<https://www.youtube.com/watch?v=Wbh-S5uq8SY>
- Adhan- Text to adhan and audio  
<https://www.youtube.com/watch?v=1kJExzyKG4Y>
- Wudhu -purification
- <https://www.youtube.com/watch?v=93kjPt6ajaA>
- Salah- 2 rakat Fajr (morning prayer)
- <https://www.youtube.com/watch?v=Kuk6HgOH9yQ>



# #3 Personal Reflection & Life Skills

## Option A:

This section invites students to reflect on their previous 'salah' experience, either attending 'salah' in a community setting (option A) or simply watching the videos capturing the salah experience (option B). Teachers are to facilitate discussion on life skills acquired from consistent action done with conviction.

- Teachers might use this opportunity to discuss the art of **discipline and routine** in each student's personal life and how it could help them "grow" in their own personal space.
- **Accountability and taking ownership** for one's action the 'good' and the 'bad' and using this time (prayer/meditation) to reflect on your actions and what you can do to improve yourself and the life of others
- **Empathy and admiration** for those that take time out for themselves to "reflect" even when not "cool" or "popular" to do so.

## *#3 Personal Reflection & Life Skills- continued*



Sample questions to ask for options A & B:

- What did you learn about yourself through this activity?
- Why is this particular life skill (ex. discipline) important in your daily life?
- How can the life skills learned from consistent meditation/salah help you in your future?

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# #4 Apply: Challenge yourself to create space!

## Option A: Self-Reflection

Once students have reflected on their action in their own personal lives they can apply these reflection to new experiences and challenge themselves to truly benefit from their observations and reflections.

- Discuss how more effective behaviors can develop from the new learnings.
- Improve on past experiences and practices by implementing these new life skills.
- Sample questions about applying the experience:
  - How can you apply what you learned to a new situation?
  - How will you act differently in the future?
  - How could you apply life skills learned through this practice in the future?

# #4 Apply: Anti-Islamophobia practices

## Options A & B:

Now that we have learned about the importance of prayer for a Muslim student, what can be done in our school community to accommodate those who wish to take a short time to do their prayers?

- Discuss some issues that were caused when some folks were ignorant, or had anti-Muslim hatred towards a few students taking time out to pray. Something so personal as prayer is on the attack because of Islamophobia, anti-Muslim hate, bigotry due to gendered and racist beliefs that drives them.
- Examine the following news article with a lens to find solutions to issues raised using an anti-Islamophobia angle.
  - Misinformation and Islamophobia on prayer space:  
<https://www.cbc.ca/news/canada/toronto/muslim-students-praying-video-peel-1.4048991>
  - Local imam threatened for supporting Friday prayers inside schools:  
<https://www.cbc.ca/news/canada/toronto/imam-ibrahim-hindy-threats-1.4075975>
- Discuss what is meant by a secular space?
  - Is secular space neutral? Or does it take a position especially in the context of an individual who identifies as part of a faith community that has a short window of opportunity to perform a religious obligation.

# Assessment:



- Reflect on strengths and weaknesses of the lesson as taught.
- Describe individual student responses to techniques used. How did they react?
- Discuss student "thinking" and ideas.
- Ask students for a brief evaluation of the activity. Include their responses.

# Curriculum Connections

## Curriculum Connections:

Subject/Course	Grade Level	Overall Expectations
Cooperative Education	Grade 11/12	<b>Participate What?</b> Students are immersed in an experience, acknowledging what they are doing, what they are thinking, and what they are feeling during the experience. <b>Reflect So what?</b> Students think about their experience, guided by reflective questions and prompts, and identify what they learned as a result of the experience – about themselves, other people, the world, their opportunities, or the topic of study. <b>Apply Now what?</b> Students describe how their learning stimulates further inquiry: how it has influenced - or may influence – their decisions, opinions, goals, and plans; and what they might do differently if they have a similar experience in future.
Geography	Grade 9	<b>Strand D Changing Populations</b> In this strand, students will analyse trends in Canada's population and assess the implications of these trends in local, national, and global contexts. Students will have the opportunity to analyse geographic issues associated with population demographics and settlement patterns and to assess strategies that could be used to address the economic, environmental, social, and political implications of an aging and increasingly diverse population.
History	Grade 10	<b>Strand E: Canada, 1982 to the Present</b> E1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their significance for different groups and communities in Canada, including First Nations, Métis, and Inuit communities E2. Communities, Conflict, and Cooperation: analyse some significant interactions within and between various communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions E3. Identity, Citizenship, and Heritage: analyse how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identities, citizenship, and heritage in Canada from 1982 to the present
Dynamics of Human Relationships	Grade 11	<b>Strand D: Rights and Responsibilities</b> D1. Individual Rights and Responsibilities: demonstrate an understanding of the nature of individual rights and responsibilities in human interactions; D2. Rights and Responsibilities in Community Context: demonstrate an unde
World Religions and Belief Traditions: Perspectives, Issues, and Challenges	Grade 11	All strands
World Religions and Belief Traditions in Daily Life	Grade 11	All strands

**Thank you**

