

THE CLEAR DEEN™

Story-based Islamic Studies Textbooks

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INTRODUCTION

*"The mind is not a vessel to be filled,
but a fire to be kindled."*

—Plutarch, Greek historian, d. 120 CE

Why This Work Is Needed

My children have been in Islamic schools their entire lives, both in the US and Canada. They've studied multiple curricula that covered many key topics. While these textbooks certainly laid an important foundation, I always felt something crucial was missing. I continued searching for a curriculum that was not only informative, but also engaging and practical. Eventually, deep reflection led to interesting insights.

Have you ever wondered why many people prefer certain Quran reciters over others, even though all are reciting the same text? The same principle applies to public speakers and writers who may cover similar topics. Over the years, I've come to realize that what makes a message truly effective and memorable comes down to two essential components: **content** and **delivery**. In other words, it needs both **substance** and **style**. You can have the best *content* in the world, but if the *delivery* fails to engage or connect with people, the message will definitely fall flat.

This principle applies directly to teaching our children, regardless of their age or setting. If we want Islamic knowledge to reach not only their minds but also their hearts, it must be presented in a way that speaks to them and inspires them to feel proud of their Muslim identity and Islamic values, especially in today's challenging times. This is why we have utilized the power of storytelling and vibrant illustrations, making *The Clear Deen Textbooks* unique, innovative, and impactful.

The Power of Storytelling

It is no secret that attention spans have shortened in recent years, largely due to the fast pace of modern life and constant screen exposure. As a result, many young students struggle to remain focused both at school and at home. To address this challenge, *The Clear Deen* keeps students engaged through meaningful storytelling and interactive activities.

Storytelling is one of the most powerful tools in teaching because it captures attention, sparks imagination, and helps students connect emotionally with what they learn. As some scholars beautifully said, "**Stories are among the forces of Allah**," because they captivate hearts and awaken faith.

الْقَصَصُ جُنْدٌ مِنْ جُنُودِ اللَّهِ.

That is why the Quran and *Hadith* are full of profound stories that bring faith to life. Imam Ibn Hibban reported that **after the first few *surahs* of the Quran were revealed without stories, the companions eagerly asked the Prophet ﷺ to share some stories with them. So, Allah revealed *Surah Yusuf* (12), followed by many others filled with powerful stories.**

أُنْزِلَ الْقُرْآنُ عَلَى رَسُولِ اللَّهِ ﷺ فَتَلَا عَلَيْهِمْ زَمَانًا، فَقَالُوا:
يَا رَسُولَ اللَّهِ، لَوْ قَصَصْتَ عَلَيْنَا، فَأَنْزَلَ اللَّهُ سُورَةَ يُوسُفَ.

Can you imagine? Even the *ṣaḥabah* loved learning through stories! These stories empowered the Muslim community to grow in faith, trust Allah's plan, and face challenges with courage. The Quran instructs the Prophet ﷺ in *Surah Hud* (11:120), **"We relate to you the stories of (earlier) messengers to reassure your heart."**

﴿وَكُلًّا نَقُصُّ عَلَيْكَ مِنْ أَنْبَاءِ الرُّسُلِ مَا نُثَبِّتُ بِهِ فُؤَادَكَ﴾

In the same way, this story-based curriculum brings subjects like *fiqh*, *'aqidah*, and *tafsir* to life through lesson-oriented stories. To make lessons more appealing to young learners, powerful and relatable stories are accompanied by beautiful illustrations that reflect the diversity of the Muslim community, featuring men and women, boys and girls from different races and cultures.

With the charm of social media and the influence of the gaming and movie industries, many young people today are overwhelmed by empty fantasies and fictional superheroes. As a result, there are very few real role models for Muslim students living in the 21st century to look up to, especially amid the many challenges facing much of the Muslim world. This is why it is very important for educators to highlight stories of true models of excellence from our rich Islamic history, including the Prophet ﷺ and his companions, other prophets, and remarkable men and women who left lasting legacies of faith and character.

Concluding Du'a

May Allah ﷻ bless this effort, reward us generously for our hard work, and forgive our shortcomings. May *The Clear Deen* be a source of light and guidance for students, parents, and teachers. May it empower future generations to grow firm in faith, proud of their identity, confident in their beliefs, and full of goodness for humanity. Ameen!

Written in Chicago, USA on the 12th of *Rabi' Al-Awwal* 1447 AH,
September 4, 2025 CE (on the anniversary of the Prophet's birth).

وَكَانَ الْفَرَاغُ مِنْ هَذِهِ الْمُقَدِّمَةِ بِمَدِينَةِ شِيكََاغُو الْأَمْرِيكِيَّةِ، فِي ذِكْرِ مِيلَادِ خَيْرِ الْبَرِيَّةِ ﷺ،
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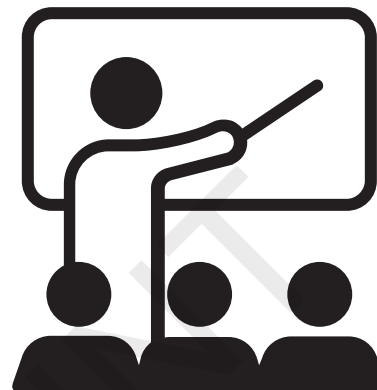
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ACADEMIC FRAMEWORK & STRUCTURE

Teaching & Learning Models

According to a 2017 Pew Research Center survey, 25% of Muslim children raised in the US no longer identify as Muslim later in life. This alarming statistic raises important questions about how Islam is taught to the next generation. In a world full of distractions and confusion, *The Clear Deen* offers clarity and connection. It is simple to follow, rich in content, and firmly rooted in authentic Islamic tradition. Built on **ta'leem** (education), **tarbiyah** (character development), and **tazkiyah** (spiritual growth), these creative textbooks are designed to be engaging, practical, and relevant to the realities our children live in.



This holistic, balanced approach nurtures both the mind and soul, making learning transformational, not merely informational. The goal is to shape students' character, strengthen their relationship with Allah ﷻ, and prepare them to engage positively with society.

This robust series is written and crafted to be accessible to a wide range of learners, including homeschooling families, teachers and students in Islamic or weekend schools, and parents who wish to take an active role in teaching their children the *deen* (the Muslim way of life). To achieve this goal, *The Clear Deen* integrates some academically proven teaching and learning models—namely **ESA** (Engage, Study, Activate), **Bloom's Taxonomy**, **SEL** (Social-Emotional Learning), and **IBL** (Inquiry-Based Learning).

1) ESA Model (Engage, Study, Activate)

Introduced by Jeremy Harmer in 1998, the ESA model has transformed classroom learning by emphasizing student involvement, curiosity, and real-world application. Harmer demonstrated that students learn best when they are actively engaged rather than listening passively. Though originally developed for language learning, ESA has proven equally powerful across various fields of education, including Islamic studies. When applied effectively, it creates a learning environment where children not only understand the material but also connect with it on a personal level and apply it in meaningful ways. The ESA style consists of three sections, each playing a vital role:

1. The **Engage** section captures attention with a **hook** such as an interesting story, image, question, or real-life example, which sparks curiosity and prepares students to learn. For example, the story of Prophet Yunus ؑ (Grade 3) begins with a modern story of a student trapped in an elevator, which masterfully connects to the experience of Yunus ؑ in the whale.



ENGAGE

2. The **Study** section guides students to **explore** the main concept of the lesson. For example, the lesson on wasting (Grade 2) combines teachings from the Quran and the *Sunnah* with shocking statistics on waste, followed by practical suggestions for children to avoid this bad habit.
3. The **Activate** section empowers students to **participate** and put knowledge into action through role-playing, hands-on activities, creative projects, and group discussions. For example, the lesson on Allah’s infinite power (Grade 4) is reinforced with superhero activities that highlight human weaknesses and limitations, compared to Allah’s might and creative power.



STUDY



ACTIVATE

2) Bloom’s Taxonomy

To enhance the learning experience, we have incorporated key elements from the Revised Bloom’s Taxonomy (2001), which highlights six stages of learning: **remembering, understanding, applying, analyzing, evaluating, and creating**. These stages have been simplified and adapted for young learners so they can grow naturally in both knowledge and skill. For example, here is how these elements are integrated into a Grade 4 lesson on *tawḥid* (Allah’s Oneness):

STAGE	EMPOWERS STUDENTS TO
1) Remembering	Define <i>tawḥid</i> and its three categories
2) Understanding	Explain why the universe cannot have more than one God
3) Applying	Identify ways to practice <i>tawḥid</i> in daily life
4) Analyzing	Examine what happens when people commit <i>shirk</i> (making others equal to Allah ﷻ)
5) Evaluating	Discuss why worshipping only Allah ﷻ brings peace and clarity
6) Creating	Design a poster on the three types of <i>tawḥid</i> and their meanings

These stages inspire active and purposeful learning—the way Islamic pedagogy is meant to be. Rather than memorizing information mechanically, students learn to understand, internalize, and apply what they learn.

3) Social-Emotional Learning (SEL)

SEL helps develop the skills to understand ourselves, manage emotions, care for others, and make responsible choices. Islam has always emphasized these values, which are deeply rooted in the Quran and the *Sunnah*. For example, the five main SEL skills align directly with the Prophet's *sirah*:

1. **Self-awareness:** He ﷺ expressed heartfelt sadness at the death of his young son Ibrahim ؑ, saying it was an act of compassion, not weakness.
2. **Self-management:** He ﷺ taught that true strength lies in controlling one's anger.
3. **Social awareness:** He ﷺ truly cared for the poor, orphans, and widows.
4. **Relationship skills:** He ﷺ built strong bonds within his community and turned former enemies into loyal friends.
5. **Responsible decision-making:** He ﷺ consulted his companions before making important decisions that served the best interest of his community.

By weaving SEL into *The Clear Deen*, lessons become more than information. They shape character, empathy, and resilience, preparing students to live as strong and compassionate Muslims.

4) Inquiry-Based Learning (IBL)

Children are naturally inquisitive, especially in their formative years. They may ask challenging questions like, "Does Allah need our worship?" or "Why is there evil and suffering in the world?" It's important to answer these questions with care so our children grow up confident in their faith.

Even the angels asked Allah ﷻ about the wisdom of placing the human race in charge of the earth (2:30), and Prophet Ibrahim ؑ asked how Allah ﷻ would bring the dead back to life so his heart could be reassured (2:260). In this curriculum, we focus not only on the "**what**," but also on the "**why**." For example, we don't just teach children **what** to do when they pray, but also **why** they pray and how to enjoy *ṣalah*.

IBL encourages students to actively ask questions and explore ideas, rather than rely on memorization and passive listening. You'll find many examples of IBL woven into the students' interactions with the teachers, Ms. Sarah and Mr. Jamal, as well as throughout the Engage, Activate, and Workbook sections, where learners are guided to think critically, investigate answers, and draw their own conclusions.

This student-centered approach beautifully aligns with the Islamic concepts of **Tafakkur** (pondering over Allah's creation) and **Tadabbur** (reflecting on His revelation), fostering curiosity, critical thinking, teamwork, and problem-solving.

How Lessons Are Organized

Each of The Clear Deen Textbooks (grades 1-5) is made up of 30 lessons, one for each week of the academic year. These lessons are age-appropriate, aligned with literacy levels, and are organized into **seven units**:

1. **Story Time** brings Islamic values and manners (*adab* and *akhlaq*) to life through powerful and profound stories.
2. **Worship Time** explains the essential fiqh rulings on purification, prayer, and other acts of worship, based on the teachings of the Quran and *Sunnah* and in light of the four mazhabs.
3. **Sirah Time** explores the life and legacy of Prophet Muḥammad ﷺ in a way students can relate to.
4. **Faith Time** covers the foundations of Muslim belief, including 'aqidah and Allah's beautiful names.
5. **Quran Time** focuses on the tafsir of selected passages, along with the top 600 words that make up over 90% of the Quran.
6. **History Time** highlights inspiring figures and role models from our rich history.
7. **Aḏkar Time** teaches important words of praise and daily prayers for remembering Allah ﷻ.

These lessons were developed with input from educators and parents, refined through feedback from actual students in grades 1-5 to ensure clarity and readability, and reviewed by teachers and professional editors for accuracy, scholarship, and impact. Working closely with our dedicated educational consultants, every effort has been made to ensure alignment with academic standards.

Homeschool-Friendly Curriculum

The Clear Deen Textbooks are thoughtfully designed for both classroom and homeschooling settings, making it easy for families to nurture Islamic learning at home even without formal training. With this goal in mind, many homeschooling parents across the US and Canada were consulted throughout the development of this series. Thanks to its clear structure and flexible activities, this curriculum makes learning engaging, practical, and spiritually enriching for everyone, including homeschoolers, independent learners, and solo students.



The **Activate** section offers a wide range of activity choices to suit every learning environment. Homeschoolers can easily adapt what works best for them. For example:

1. **Popcorn Reading** can become **pair or solo reading** at home.
2. **Group Discussion Questions** can easily be turned into **Reflection Questions** or prompts for journaling or family conversations.
3. **Role-playing** can be done with parents or siblings, or simply turned into ideas for **comic strips or puppet shows**.
4. **Activities** are short, fun, hands-on tasks completed during the lesson to help children practice, apply, or demonstrate their understanding in an enjoyable and interactive way.
5. **Projects** are typically longer, creative tasks that help children explore a topic more deeply and connect it to real life. They may include **poster-making, storytelling, family kindness challenges**, while partner tasks can become **independent research, creative writing, or art projects**.
6. **Personal Affirmation** is a short statement that helps children express their faith through action, based on the main message of each lesson.
7. An **Exit Ticket** helps teachers check what students understood from the lesson, such as a concept or a value. It also gives students a moment to reflect on what they learned and how they can apply it in their daily lives.

Unified & Rotating Lesson Approaches

When it comes to lesson pacing, there are two main styles:

- ▶ **Unified Lesson Approach (ULA):** Related lessons are grouped into one unit (e.g., *sirah*, *fiqh*, or *aqidah*). Each of the seven units is taught from start to finish before moving to the next. This method works well for scaffolding, helping students understand both the big picture and the finer details of each subject.
- ▶ **Rotating Lesson Approach (RLA):** Lessons rotate between subjects (e.g., *sirah* one week, *fiqh* the next, then *aqidah*). This variety keeps children engaged and prevents monotony. As far as this curriculum is concerned, teachers may choose to rotate lessons between all seven units throughout the academic year or focus on 3-4 units per semester.

Even though the lessons in *The Clear Deen* are organized into unified units, the Pacing Chart accommodates both methods. This flexibility allows teachers and homeschooling parents to adjust the pacing according to their schedule, teaching style, and students' learning needs and progress.

Part-time and weekend schools following a 3-term schedule can use either approach to teach 10 of the 30 lessons per term, ensuring balanced coverage of all subjects by the end of the year.

Workbooks & Pacing Charts

Each **Workbook** includes a variety of easy, moderate, and challenging question types to check students' understanding, encourage critical thinking, and promote real-life application of the lesson. At times, a question may be repeated in a different format to reinforce key learning points.

The **Pacing Chart** includes both **unified and rotating lesson approaches**, along with the complete Answer Key to the Workbook. To make lesson planning simple, the textbooks also include Unit Overviews, Lesson Objectives, Word Banks, and supporting Activities, giving both teachers and students easy access to everything they need.

Final Note

As shown in the following **Syllabus Overview**, grades 1-5 cover 150 lessons that have been carefully selected and crafted to offer a holistic and balanced approach to Islamic studies. Built on *ta'leem*, *tarbiyah*, and *tazkiyah*, these story-based lessons are academically strong, developmentally appropriate, and spiritually uplifting. The goal of this series is to inspire young Muslims to internalize, love, and live their *deen*.

SYLLABUS OVERVIEW (GRADES 1-5)

All units grouped by theme across the five grades

1. STORY TIME (*Akhlaq* & Good Manners)

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
The green balloons	Don't waste!	Islam in sports	Maybe it's a good thing!	The three servants
The cake of life!	The burning shoes!	Appreciate your parents	Believe in yourself!	The problem of evil
Lying backfires!	The three filters	The burnt shelter	Be careful with your words!	The power of <i>du'a</i>
You can't please everyone	The town that thanked a beetle!	Kindness pays back	Spooky spooks!	True happiness
First things come first	Stop whining; do something!	The sinful man	—	—

2. WORSHIP TIME (*Fiqh*)

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Ziko uses the washroom	<i>Wuḍu</i> poem	Why do we pray?	Intention matters	Jum'ah prayer
Ziko makes <i>wuḍu</i>	<i>Ṣalah</i> review	Fixing mistakes in <i>ṣalah</i> (part 1)	How to enjoy <i>ṣalah</i>	How to give a Jum'ah khuṭbah
Ziko praying or playing?	Praying with khu-shoo'	Fixing mistakes in <i>ṣalah</i> (part 2)	<i>Ṣalah</i> breakers & missed prayers	Incredible rewards for extra prayers
How to pray <i>Fajr</i>	Importance of <i>Sunnah</i> prayers	Islam makes things easy	Importance of fasting	Funeral prayer (<i>janazah</i>)
—	—	—	<i>Ḥalal</i> & <i>ḥaram</i> foods	—

3. SIRAH TIME (The Prophet's Legacy)

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
The greatest human who ever lived	What the Prophet ﷺ looked like	The Prophet's healthy lifestyle	The Prophet ﷺ: The perfect teacher	Ṣaḥabah: The best generation
The Prophet's early life in Makkah	The legacy of the Prophet ﷺ	When the Prophet ﷺ gave hope	When the Prophet ﷺ corrected others	The Prophet's art of winning hearts
The Prophet ﷺ after receiving revelation	The greatest leader	When the Prophet ﷺ smiled	When the Prophet ﷺ gave advice	How Allah ﷻ guided the ṣaḥabah
The Prophet's life in Madinah	The Prophet's positive attitude	When the Prophet ﷺ cried	When the Prophet ﷺ told stories	Stories of Salman & 'Omair ؓ
—	—	When the Prophet ﷺ got upset	When the Prophet ﷺ gave examples	—

4. FAITH TIME ('Aqidah)

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Allah's Beautiful Names	Body, mind & soul	Allah's Qualities: His ability to create	Tawhīd: Allah's oneness	Taqwa: Keeping Allah in mind
Kevin's journey to Islam (part 1): <i>Masjid</i> tour	Allah's Qualities: His mercy	Why does Allah ﷻ create people with disabilities?	Shirk: Making others equal to Allah ﷻ	Ghaflah: The life of distraction
Kevin's journey to Islam (part 2): The five pillars of Islam	Allah's Qualities: His authority	No to bullying	Allah's Qualities: His kindness	The tricks of <i>Shayṭān</i> (part 1)
Kevin's journey to Islam (part 3): The six articles of faith	The six articles of faith	Caring for animals	Allah's Qualities: His power	The tricks of <i>Shayṭān</i> (part 2)
Kevin's journey to Islam (part 4): Becoming Muslim	Does Allah ﷻ need our worship?	—	—	Allah's Qualities: His forgiveness

5. QURAN TIME (Tafsir & Tadabbur)

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>Surah Al-Fatiḥah</i> (1)	<i>Surah At-Takathur</i> (102)	<i>Surah Al-Feel</i> (105)	<i>Surah Al-'Alaq</i> (96)	Last ayah of <i>Surah Al-Faṭḥ</i> (48:29)
<i>Surah Al-Ikhlāṣ</i> (112)	<i>Surah An-Naṣr</i> (110)	<i>Surah Quraysh</i> (106)	<i>Surah Al-Qadr</i> (97)	<i>Surah Al-Fajr</i> (89)
<i>Surah Al-'Aṣr</i> (103)	<i>Surah Al-Falaq</i> (113)	<i>Surah Al-Ma'oon</i> (107)	<i>Surah Aḍ-Ḍuḥā</i> (93)	<i>Surah Al-A'la</i> (87)
<i>Surah Al-Kawthar</i> (108)	<i>Surah An-Nas</i> (114)	<i>Ayatul-Kursi</i> (2:255)	<i>Surah Ash-Sharḥ</i> (94)	<i>Surah An-Naba'</i> (78)

6. HISTORY TIME (Stories of the Prophets)

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Adam ﷺ (part 1)	Prophet Ibrahim ﷺ	Prophet Yunus ﷺ	Prophet Ṣāliḥ ﷺ & the she-camel	Prophet Yusuf ﷺ
Adam ﷺ (part 2)	Hajar & Isma'il ﷺ	Prophet Hud ﷺ	Prophet Ayyoub ﷺ	Prophet Luṭ ﷺ
Prophet Nuḥ ﷺ (part 1)	Prophet Isma'il ﷺ	Prophet Shu'aib ﷺ	Prophet Dawood ﷺ	Prophet Musa ﷺ & Pharaoh
Prophet Nuḥ ﷺ (part 2)	Prophet Ishaq ﷺ	Idol-worship & blind-following	Prophet Sulaiman ﷺ	Prophet Zakariya & Yahya ﷺ
—	—	—	—	Prophet 'Isa ﷺ

7. AẒKAR TIME (Du'as & Words of Praise for Allah ﷻ)

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>Ta-shahhud</i> (part 1)	What to say before sleeping	<i>Aẓkar</i> and the imam's horse	<i>Du'a</i> seeing something nice	Master <i>du'a</i> for forgiveness
<i>Ta-shahhud</i> (part 2)	What to say when leaving the house	The <i>aẓan</i> story	Entering & leaving <i>masjid</i>	<i>Aẓkar</i> after <i>ṣalah</i>
<i>Du'a</i> before & after eating	What to say after sneezing	What to say during & after the <i>aẓan</i>	<i>Du'a</i> at end of gathering	A <i>du'a</i> that's better than gold
Say " <i>in-sha-Allah</i> "	Important Islamic phrases	<i>Du'a</i> for new clothes	<i>Du'a</i> before traveling	<i>Du'a</i> after waking at night



THE CLEAR DEEN™
Grade 1
Three Sample Lessons

1

THE CLEAR DEEN™

Story-Based Islamic Studies Textbooks



Author & Storyteller
Dr. Mustafa Khattab

THE CAKE OF LIFE!



LESSON OBJECTIVES

By the end of this lesson, students will be able to:

- 1 Understand that difficult moments can lead to good things
- 2 Explain the importance of patience and gratitude in life
- 3 Identify that Allah ﷻ always knows what's best, even when we don't understand His wisdom



WORD BANK



WORD	DEFINITION
Blessing	Something good that Allah ﷻ gives us
Confidently	Doing something bravely without fear
Excitedly	In a very happy way
Grateful	Thankful
Gratitude	Thankfulness
Patience	Waiting calmly without complaining
<i>Sub-hana-Allah</i>	A phrase that means “Glory be to Allah”
Wisdom	Knowing what is right and best



ENGAGE

STORY: YUCKY!

One day, a little boy named Hasan was upset and told his mom how everything was going wrong in his life. He complained about school, homework, his bike, and even his friends. His mom was in the kitchen making his favorite cake. She asked, "Would you like to eat something yummy?" Sure enough, Hasan said yes!



His mom gave him a little bit of flour to taste, but he made a face and said, "Yuck!" Then she gave him some cooking oil, raw eggs, and baking soda. Hasan tried each one and said, "Yuck!" to all of them.

His mom smiled and said, "Each of these ingredients tastes bad by itself, but when we mix them together and bake them, they will make a delicious cake! Life is just like this. Sometimes things don't seem good, but if you trust Allah's [wisdom](#), something wonderful can come out in the end."



STUDY

LOOK AT THE BIG PICTURE

Maryam raised her hand and asked, "How can something bad end up good?" Mr. Jamal replied, "Allah ﷻ is Wise and always knows what's best for us—even when we don't understand it! We need to look at the big picture to see Allah's wisdom."



Ali scratched his head and said, "How can we do this?" Mr. Jamal smiled and took 12 puzzle pieces from his bag. He held up the first piece and asked, "What do you think this is?" Salma said, "It looks like a snake!"

As for the second piece, Omar said it looked like a tree. When Mr. Jamal showed the third piece, Yasmin said **confidently**, "That's a rope!"

THE PUZZLE

Everyone was surprised when Mr. Jamal connected all 12 pieces—it was an elephant! The "snake" was its trunk, the "tree" was its leg, and the "rope" was its tail. "Wow! *Sub-hana-Allah!*" Maryam said **excitedly**.

Mr. Jamal said, "See? When something bad happens, remember this puzzle. You might only see one small piece, but Allah ﷻ sees the whole picture. If something looks bad it may just be one ingredient of the cake of life or one piece of a big **blessing**. All you need to do is step back and see it all." For example:



- ▶ If you don't get the grade you wanted, maybe Allah ﷻ is teaching you to be patient and work harder to achieve greater things in life.
- ▶ If your family has to move to a new place, maybe Allah ﷻ wants you to meet new friends and learn new skills.
- ▶ If you lose something, maybe Allah ﷻ wants to give you something even better.

STORY: GIVE ME A BRAKE!



Mr. Jamal told his class a true story about a man named Sabir. One day, Sabir was driving his old car when—BANG!—it crashed into a tree and broke down on the road! The crash happened because his brakes didn't work in time. Sabir was very thankful that no one was hurt, but he felt sad because his poor car was ruined.

A few days later, something amazing happened! His boss surprised him with a brand-new, shiny car. Sabir joked, "Maybe that accident wasn't too bad after all! I wish it happened much sooner!"

Mr. Jamal smiled and said, "See? Something that seems bad can lead to something really good!" The Quran teaches us (Surah Al-Baqarah 2:216): **"Perhaps you dislike something which is good for you."**

In the Quran we learn:

وَعَسَىٰ أَنْ تَكْرَهُوا شَيْئًا وَهُوَ خَيْرٌ لَّكُمْ

Wa-'asa an tak-rah-u shay-an wa hu-wa khay-run la-kum



IT'S ALL GOOD

Mr. Jamal added, "If you want Allah ﷻ to be happy with you, you should be **patient** in bad times and **grateful** in good times. Just like a cake, life can be sweet when we have the two special ingredients—**patience** and **gratitude**!" Then Mr. Jamal ended the lesson with this beautiful saying of the Prophet ﷺ, reported by Imam Muslim:

ENGLISH	ARABIC	عربي
How amazing is the believer's situation!	<i>'Aja-ban li-am-ril mu'-min</i>	عَجَبًا لِأَمْرِ الْمُؤْمِنِ
Whatever happens, it's all good for them.	<i>inna amra-hu kul-lahu khayr</i>	إِنَّ أَمْرَهُ كُلَّهُ خَيْرٌ
And that is only for the believer.	<i>wa lay-sa za-ka li-aḥa- din illa lil-mu'-min</i>	وَلَيْسَ ذَلِكَ لِأَحَدٍ إِلَّا لِلْمُؤْمِنِ
If something good happens to them, they are grateful, which is good for them.	<i>In aṣa-bat-hu sar- ra'u sha-kara fa-kana khay-ran lah</i>	إِنْ أَصَابَتْهُ سَرَاءُ شَكَرَ فَكَانَ خَيْرًا لَهُ
And if something bad happens to them, they are patient, which is good for them.	<i>wa in aṣa-bat-hu ḍar- ra'u ṣa-bara fa-kana khay-ran lah</i>	وَإِنْ أَصَابَتْهُ ضَرَاءُ صَبَرَ فَكَانَ خَيْرًا لَهُ





ACTIVATE

Reading Options:

The teacher may read aloud or use guided reading.



Group Discussion (Think-Pair-Share)

- 1 Why did Hasan say "Yuck!" to all the ingredients?
- 2 What lesson did his mom teach him about life?
- 3 How is life like a puzzle or a cake?
- 4 What should we do when something bad happens?



Role-Playing

Students act out small scenes of "bad" things turning into good ones (e.g., losing a pencil and finding a better one, missing a bus and meeting an old friend).



Activities

Cake of Life Craft: Draw or color a cake with slices labeled "patience," "gratitude," "trust," "hope," "kindness," etc.



Puzzle Game: Give students mixed pieces of a simple image. Let them piece it together to show how small parts make a big picture.

Project

Students make a “Patience and Gratitude Jar.” Each time they face something hard or receive something good, they draw or write it on paper and add it to the jar.



PERSONAL AFFIRMATION

I'M THANKFUL IN GOOD TIMES AND
PATIENT IN BAD TIMES BECAUSE I
TRUST ALLAH'S PLAN.



What's one thing you thank Allah ﷻ for today?

ZIKO USES THE WASHROOM



LESSON OBJECTIVES

By the end of this lesson, students will be able to:

- 1 Identify the correct steps of using the washroom the *Sunnah* way
- 2 Understand that cleanliness is part of faith
- 3 Explain the importance of keeping the washroom neat for others
- 4 Recite the *du'as* before and after using the washroom



WORD BANK



WORD	DEFINITION
Cleanliness	Being clean and free from dirt
Impure	Not clean for prayer or worship
Manners	Good qualities that show respect and kindness
Private	A personal place that others should not enter
Sunnah	The way the Prophet ﷺ taught us to do things



ENGAGE

STORY: DIRTY WORK!

It was almost time for *Zuhr* prayer. Ziko ran to the washroom at home and closed the door behind him. He stood up to use the toilet and started whistling and singing loudly, "I got ants in my pants, I can't sit down!"

His sister, Amal, wanted to use the washroom. She knocked on the door and called, "Finish up!" He calmly replied, "Okay, okay!" But he took forever to come out.

Ziko looked at himself in the mirror and said proudly, "Ma-sha-Allah, I've got beautiful eyes! Mirror, mirror on the wall, who is the fairest of them all?" He then replied, "Ziiiiiko!"

Suddenly, he sneezed so loudly that the mirror almost shattered. Then he shouted, "*Al-hamdu-lillah!*" At long last, he came out smiling. "All done!" he said. His sister grumbled, "Finally!" Then she went inside the washroom and—oh no!—she cried, "Eww, so gross!"



Ziko had forgotten to flush. The toilet seat was messy! There was water everywhere. He had probably also forgotten to clean himself and wash his hands!

Their dad came and saw the mess, so he took Ziko to the side and advised him gently, "Ziko, my boy, using the washroom is serious business. Being clean is part of being a good Muslim."



Ziko looked shy. "I'm sorry, Baba. I thought I did everything right."

Baba smiled. "It's okay, son. Let's go over how to do it the right way, in 10 simple steps."



STUDY

FIXING ZIKO'S WASHROOM MISTAKES

BEFORE ENTERING THE WASHROOM

1 Say this du'a:

اللَّهُمَّ إِنِّي أَعُوذُ بِكَ مِنَ الْخُبْثِ وَالْخَبَائِثِ

Alla-hum-ma inni a'oo-zu bi-ka mi-nal khub-thi wal kha-ba-ith

O Allah! I seek Your protection from the male and female devils.

- 2** Enter with your left foot first. This shows good **manners** and follows the **Sunnah**. When we do things the way the Prophet ﷺ taught us, even something small—like stepping into the washroom—becomes an act of worship!

INSIDE THE WASHROOM

- 3** Be careful not to make a mess. Someone else might use the washroom after you. Always remember this beautiful saying:

الْمُسْلِمُ يَتْرُكُ الْمَكَانَ أَفْضَلَ مِمَّا كَانَ

Al-mus-li-mu yat-ru-kul ma-kan af-da-la mim-ma kan

A Muslim leaves a place better than it was.

- 4** Sit down when using the toilet. This keeps your clothes and the floor clean. If even one drop of urine splashes on your clothes, they become **impure**, and your prayer might not be accepted. Imagine spending all that time making *wudu* and praying beautifully, only to lose your reward because your clothes weren't clean!
- 5** Don't whistle, sing, or talk to the mirror. You're not there for a concert or a show! The washroom is a **private**, quiet place, so finish your business quickly and leave.
- 6** Don't stay too long. The longer you stay, the more likely you'll waste time—or annoy your family members who are waiting outside!
- 7** If you sneeze inside the washroom, don't say *Al-hamdu-lillah* out loud, because we don't say Allah's name in the washroom. You can say *Al-hamdu-lillah* quietly in your heart instead.

AFTER USING THE WASHROOM

8 Clean your private parts properly, then wash your hands with soap and water! Always clean yourself with your left hand. Your right hand is for eating, shaking hands, and giving charity. That's why Muslims use the left hand for cleaning themselves, blowing their noses, etc.

9 Step out with your right foot first.

10 Say this *du'a*:

غُفْرَانِكَ

Ghuf-ra-nak!

O Allah, forgive me.

THE RIGHT WAY

Baba smiled and said, "See, Ziko? That's the *Sunnah* way—the clean way that Allah ﷻ loves." Ziko puffed out his chest proudly. "Got it, Baba! From now on, no more singing or making a mess!" His dad said, "And please, no more ants in pants. Just sit down!"

Ziko said jokingly, "Oh no! You heard that?" Baba smiled, "The whole neighborhood did!" They both burst out laughing as Ziko ran off to get ready for *Zuhr* prayer.





ACTIVATE

Reading Options:

The teacher may read aloud or use guided reading.



Group Discussion (Think-Pair-Share)

- 1 What mistakes did Ziko make in the washroom?
- 2 What should we say before and after using the washroom?
- 3 Why is it important to leave the washroom clean for others?



Role-Playing

Students act out the story with simple props—a pretend door, mirror, and sink. One student plays Ziko, another plays Baba, and others play Amal or classmates giving advice.



Activity

Clean vs. Messy Sorting Game: The teacher reads different washroom habits (like flushing, not washing hands, leaving trash, saying *Al-hamdu-lillah* loudly, sitting down, or singing), and students sort each habit into “Good Manners” or “Bad Manners.”



Project

Washroom Manners Maze: Students trace a path through a maze from “Before Entering” to “After Leaving,” following correct washroom steps.



PERSONAL AFFIRMATION

I KEEP MYSELF CLEAN BECAUSE
CLEANLINESS IS PART OF MY FAITH.



Why is cleanliness important for a Muslim's prayer and daily life?

LESSON
30

SAY "IN-SHA-ALLAH"



LESSON OBJECTIVES

By the end of this lesson, students will be able to:

- 1 Understand the meaning of *in-sha-Allah* and when to say it
- 2 Identify that only Allah ﷻ controls what happens in the future
- 3 Explain why saying *in-sha-Allah* shows trust and humility toward Allah ﷻ
- 4 Practice using *in-sha-Allah* in everyday sentences and plans

WORD BANK



WORD	DEFINITION
Confidently	In a sure way
Humility	Being gentle and respectful
<i>In-sha-Allah</i>	An Arabic phrase that means "if Allah allows it to happen"
<i>Qadar</i>	Allah's plan for everything



ENGAGE

STORY: TOO LATE!

Mr. Jamal told the students the story of a farmer named Joha. One day, Joha wanted to buy a donkey, so he grabbed some money and started walking to the market. He passed by his neighbor, who asked Joha where he was going. Joha replied **confidently**, "I am going to the market to buy a donkey."

The neighbor reminded Joha to say **in-sha-Allah**, but Joha said proudly, "Why should I say **in-sha-Allah**? The money is in my pocket, and the donkey is in the market. Bye-bye, end of story!" Then Joha walked away with a big smile on his face.

But soon he returned with tears in his eyes without the donkey. His neighbor asked, "Where is the donkey, Joha?" He replied with a broken voice, "**In-sha-Allah**, my money was stolen!" Everyone in the class laughed so hard.



STUDY

WHY DO WE SAY *IN-SHA-ALLAH*?

Mr. Jamal clapped his hands. "Boys and girls! Did you know that nothing can happen in this world unless Allah ﷻ allows it to? That's why, when we plan to do something—today, tomorrow, or anytime in the future—we should say **in-sha-Allah**, which means 'if Allah ﷻ allows it to happen.' When we say this, we show **humility** and respect to the **qadar** of Allah ﷻ."

Noura raised her hand. "So, if I say, 'I'm going to visit my grandma after school,' I should say, '**In-sha-Allah**?' " "Exactly!" said Mr. Jamal. "Because maybe something will happen that makes it impossible for you to see each other. Your grandma might not feel well, or maybe it will rain so hard your



parents can't drive, or the car may break down. Only Allah ﷻ knows what will really happen!"

Hamzah asked, "Do I still say *in-sha-Allah* if I plan to eat a big pizza for dinner?" Mr. Jamal smiled and said, "Yes, Hamzah—even pizza plans need *in-sha-Allah*! What if the pizza shop closes early, or your phone battery dies so you can't order, or the delivery person gets lost? You see, only Allah ﷻ can make things happen!"

Zainab giggled. "What about watching a movie or playing a game?" Mr. Jamal nodded. "Yes, even that! You might plan to watch a movie or play a game, but then the internet might stop working, the power could go out, or the screen freezes. You never know! So, you should say, 'I'll watch a movie, *in-sha-Allah*!'"

I WILL GO TO
THE PARK IN-SHA-ALLAH

PRACTICE SAYING IN-SHA-ALLAH

Mr. Jamal smiled and said that Allah ﷻ teaches us in *Surah Al-Kahf* (18:23-24),
“Never say about anything, ‘I will do that tomorrow,’ without adding, ‘*In-sha-Allah*.’”



In the Quran we learn:

وَلَا تَقُولَنَّ لِّشَيْءٍ إِنِّي فَاعِلٌ ذَٰلِكَ غَدًا * إِلَّا أَن يَشَاءَ اللَّهُ

Wa la ta-qoo-lan-na li-shay-in in-ni fa-'ilun za-li-ka gha-dan,
il-la an ya-sha Allah ﷻ

Mr. Jamal said, “Let’s try some more. Ready? Repeat after me!” The students repeated after him:

- ▶ “I’ll finish my homework—*in-sha-Allah*!”
 - ▶ “I’ll win a prize—*in-sha-Allah*!”
 - ▶ “I’ll pray on time—*in-sha-Allah*!”
 - ▶ “I’ll visit my friend—*in-sha-Allah*!”
 - ▶ “I’ll go to the park—*in-sha-Allah*!”
 - ▶ “I’ll do well on my test—*in-sha-Allah*!”
 - ▶ “I’ll eat my broccoli—*in-sha...*”
- Everyone giggled before they could finish!



I WILL EAT MY BROCCOLI - IN-SHA.....

Mr. Jamal nodded proudly. "Good job, everyone! Remember, when we say *in-sha-Allah*, we're trusting Allah's plan. It also keeps us humble, because we know we can't do anything without His help."

Then Mr. Jamal smiled warmly and said, "This is our last lesson of the year. I really enjoyed teaching you all. Thank you for being such wonderful students! I'll see you in second grade!"

All the students cheered and shouted together, "*In-sha-Allaaah!*"

إِنْ شَاءَ اللَّهُ



ACTIVATE

Reading Options

The teacher may read aloud or use guided reading.



Group Discussion (Think-Pair-Share)

- 1 Why do we say *in-sha-Allah* when talking about future plans?
- 2 What does *in-sha-Allah* mean?
- 3 Can you give an example of when you said or should say *in-sha-Allah*?



Role-Playing

Students role-play a short scene between Joha and his neighbor. One student forgets to say *in-sha-Allah* and the other reminds them. The class can act out what happens when Joha's plan doesn't go as expected.



Activity

Each student writes three future sentences using *in-sha-Allah* (for example: "I will visit my cousin, *in-sha-Allah*"). Then they decorate their sentences.



Project

Make an "*In-sha-Allah* Promise Cloud." Each student writes one goal on a paper cloud (like "I will learn more Quran, *in-sha-Allah*") and hangs it on the class wall to remind everyone to trust Allah's plan.



PERSONAL AFFIRMATION

I SAY IN-SHA-ALLAH WHEN
I MAKE FUTURE PLANS.



EXIT
TICKET

What does saying *in-sha-Allah* teach us about trusting Allah ﷻ?

1

THE CLEAR DEEN™

Workbook



Author & Storyteller
Dr. Mustafa Khattab

THE CAKE OF LIFE!

A. TRUE OR FALSE

1. Hasan liked the taste of flour, eggs, and oil. ☐ ☒
2. His mom taught him that life can have both good and bad parts. ☐ ☒
3. Mr. Jamal's puzzle turned out to be a zebra. ☐ ☒
4. The Prophet ﷺ said that bad things happen only to believers. ☐ ☒



B. STUDY QUESTIONS

1. What did Hasan's mom use to teach him about life?

.....

2. What did Mr. Jamal show his students to explain Allah's wisdom?

.....

3. What are the two special ingredients that make life sweet?

.....

C. MULTIPLE CHOICE

1. What lesson did Hasan's mom want to teach him?

- a) To bake a cake himself
- b) To complain less
- c) To trust Allah's plan

2. What did the puzzle pieces make in Mr. Jamal's story?

- a) A tree
- b) An elephant
- c) A snake

3. What happened to Sabir after his car accident?

- a) He got a new car
- b) He stopped driving forever
- c) He fixed his old car

4. What two things make life sweet for a believer?

- a) Ice cream and pizza
- b) Money and friends
- c) Patience and gratitude



D. REFLECTION QUESTIONS

1. Have you ever felt sad about something that later turned out to be good?

.....

2. How can patience help us when things go wrong?

.....

3. Why do you think Allah ﷻ sometimes gives us hard times?

.....

E. FILL IN THE BLANKS

(Use: trust, blessing, wisdom)

1. Allah ﷻ has great _____ and knows what is best for us.

2. We must _____ that Allah's plan is always good.

3. Every good thing in our life is a _____.



F. WHAT WOULD YOU DO?

1. You studied hard but didn't get the grade you wanted. What would you do?

.....

2. Your friend is upset because something bad happened. How would you help them feel better?

.....

ZIKO USES THE WASHROOM

A. TRUE OR FALSE

1. Ziko remembered to flush the toilet after using it. ☐ ☒
2. Muslims should sit down when using the toilet to stay clean. ☐ ☒
3. We say "Al-ḥamdu-lillah" out loud in the washroom. ☐ ☒
4. It's okay to sing in the washroom as long as you have a beautiful voice. ☐ ☒



B. STUDY QUESTIONS

1. What did Baba teach Ziko about using the washroom?

.....

2. Why should we use our left hand for cleaning?

.....

3. What should we say when we enter and leave the washroom?

.....

C. MULTIPLE CHOICE

1. What did Ziko forget to do after using the toilet?

- a) Flush and wash his hands
- b) Say bis-mil-lah
- c) Brush his teeth

2. Why should we sit down when using the toilet?

- a) It's faster
- b) It keeps our clothes clean
- c) It's more fun

3. Which du'a do we say before entering the washroom?

- a) Sub-ḥana-Allah
- b) Ghuf-ra-nak
- c) Alla-hum-ma inni a'oo-zu bi-ka mi-nal khub-thi wal kha-ba-ith

4. What did Baba remind Ziko about being clean?

- a) It's part of being a good Muslim
- b) It's only for guests
- c) It's important for report cards



D. REFLECTION QUESTIONS

1. How can you make sure to keep the washroom clean at home or school?

.....

2. Why does Allah ﷻ love those who stay clean?

.....

3. What happens if we pray in impure clothes?

.....

E. FILL IN THE BLANKS

(Use: wash, clean, left)

1. Always keep the washroom

2. Use your hand for cleaning.

3. Don't forget to your hands with soap.



F. WHAT WOULD YOU DO?

1. You go into the washroom and see that someone forgot to flush. What would you do?

.....

2. You see a classmate wasting water at the sink. What would you say to them?

.....

LESSON
30

SAY "IN-SHA-ALLAH"

SIRAH TIME

A. TRUE OR FALSE

1. In-sha-Allah means "if Allah allows it." ☐ ☒
2. We only say in-sha-Allah after things already happen. ☐ ☒
3. Saying in-sha-Allah shows trust in Allah's plan. ☐ ☒
4. Joha bought a nice donkey from the market. ☐ ☒

B. STUDY QUESTIONS

1. What does in-sha-Allah mean?

.....

2. When should we say in-sha-Allah?

.....



3. Why did Joha's plan to buy a donkey fail?

.....

C. MULTIPLE CHOICE

1. What should you say when talking about something you plan to do?
 - a) Al-ḥamdu-lillah
 - b) In-sha-Allah
 - c) Sub-ḥana-Allah
2. What lesson did Joha learn from his story?
 - a) To order a donkey online
 - b) To never go to the market
 - c) To always say in-sha-Allah
3. Why should we say in-sha-Allah before making plans?
 - a) Because only Allah ﷻ controls the future
 - b) Because it sounds nice
 - c) Because everyone else says it
4. What does the Quran teach us in Surah Al-Kahf about the future?
 - a) Never talk about tomorrow
 - b) Always add "in-sha-Allah" when speaking about future plans
 - c) Forget about the future and just live today



D. REFLECTION QUESTIONS

1. How do you feel when you say in-sha-Allah before making a plan?

.....

2. What can we learn from Joha's mistake?

.....

E. FILL IN THE BLANKS

(Use: future, trust, Allah)

1. In-sha-Allah means, "if _____ allows it to happen."

2. We say in-sha-Allah when talking about the _____.

3. Saying in-sha-Allah shows our _____ in Allah ﷻ.

F. WHAT WOULD YOU DO?

If your friend says, "I'm going to win the competition tomorrow," but forgets to say *in-sha-Allah*, what would you do?

.....

I WILL GO TO
THE PARK IN-SHA-ALLAH



THE CLEAR DEEN™

Pacing Chart & Answer Key



Author & Storyteller
Dr. Mustafa Khattab

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LESSON 2. THE CAKE OF LIFE!

A. True or False

1. F
2. T
3. F
4. F

B. Study Questions

1. A cake and its ingredients
2. A puzzle that made an elephant
3. Patience and gratitude

C. Multiple Choice

1. c
2. b
3. a
4. c

D. Reflection Questions

1. I didn't get what I wanted, but something better happened later.
2. It helps us stay calm and strong.
3. To teach us lessons and make us better people

E. Fill in the Blanks

1. wisdom
2. trust
3. blessing

F. What Would You Do?

1. I'd try again next time and thank Allah ﷻ for helping me learn.
2. I'd remind them that Allah ﷻ has a good plan and to stay patient.

LESSON 6. ZIKO USES THE WASHROOM

A. True or False

1. F
2. T
3. F
4. F

B. Study Questions

1. How to use the washroom the Sunnah way
2. Because the right hand is for eating and good actions
3. Before: Alla-hum-ma inni a'oo-zu bi-ka mi-nal khub-thi wal kha-ba-ith /
After: Ghuf-ra-nak

C. Multiple Choice

1. a
2. b
3. c
4. a

D. Reflection Questions

1. By flushing, washing hands, and leaving it better than before
2. Because cleanliness shows respect and love for Allah's blessings
3. Our prayer might not be accepted if we're not clean.

E. Fill in the Blanks

1. clean
2. left
3. wash

F. What Would You Do?

1. I'd flush it and make sure the washroom is clean for others.
2. I'd remind them kindly not to waste water because it's a blessing from Allah ﷻ.

LESSON 30. SAY "IN-SHA-ALLAH"

A. True or False

1. T
2. F
3. T
4. F

B. Study Questions

1. It means "if Allah allows it."
2. When talking about anything we plan to do in the future
3. Because he didn't say in-sha-Allah and his money was stolen

C. Multiple Choice

1. b
2. c
3. a
4. b

D. Reflection Questions

1. I feel peaceful and trusting in Allah ﷻ because He knows what is best for me.
2. That we should always say in-sha-Allah when planning

E. Fill in the Blanks

1. Allah
2. future
3. trust

F. What Would You Do?

1. I'd kindly remind them to say *in-sha-Allah*.

THE CLEAR DEEN™
Grade 2
Three Sample Lessons

2

THE CLEAR DEEN™

Story-Based Islamic Studies Textbooks



Author & Storyteller
Dr. Mustafa Khattab

DON'T WASTE!



LESSON OBJECTIVES

By the end of this lesson, students will be able to:

- 1 Describe why wasting food and resources is wrong in Islam
- 2 Understand how much effort goes into preparing a meal
- 3 Identify ways to stop wasting food, water, and time
- 4 Explain why Allah ﷻ does not like those who waste
- 5 Practice using resources wisely



WORD BANK



WORD	DEFINITION
Decent	Good and proper
Grateful	Thankful
Ingredients	The different things you mix together to make a meal
Liter	An amount of liquid, about 4 cups
Tearful	Full of tears
Value	To appreciate something and treat it as important
Wudu	Washing certain body parts to get ready for <i>ṣalah</i>



STORY: THE FOOD COURT!

As-sala-mu 'alay-kum everyone! My name is Omar. I'm from Canada. Let me share a strange dream I had last night. In my dream, a delicious plate of food took me to court—the food court! Each part of the meal started to complain to the judge, Mr. Carrots, about how far it had traveled to reach my table:

- ▶ The **rice** came all the way from **Indonesia**.
- ▶ The **green peppers** traveled from **Mexico**.
- ▶ The **olive oil** journeyed from **Palestine**.
- ▶ The **salmon** swam from **Australia**.
- ▶ The **broccoli** came from the **USA**.
- ▶ The **onions** were shipped from **South Africa**.
- ▶ The **tomato sauce** came from **Türkiye**.
- ▶ The **pink salt** flew from **Pakistan**.
- ▶ Only the **mushrooms** were local, from **Canada**.





With **tearful** eyes, the onions told Mr. Carrots about the hard work of many farmers, fishermen, truck drivers, cooks, and sellers who made this meal possible. All **ingredients** were upset because I had let half the food go to waste. Feeling guilty, I apologized to the food and promised to only take what I could eat or share the meal with those in need.



STUDY

WASTING IS A BAD HABIT

Mr. Jamal explained that Muslims should never waste. Allah ﷻ gives us so many blessings, and we must respect them. Wasting isn't just about food; it can be about many things, like:

- ▶ Using more **water** than we need for taking showers or brushing our teeth
- ▶ Leaving **lights** on when we're not in the room
- ▶ Taking one bite of an **apple** and leaving it to rot
- ▶ Throwing a **juice** box away after just one sip
- ▶ Wasting **school supplies**
- ▶ Overfilling our **plates** and throwing food away
- ▶ Using too much **toothpaste** and **toilet paper**
- ▶ And worst of all, wasting our **time** on useless things instead of doing good deeds or learning something new



APPRECIATING ALLAH'S BLESSINGS



In Islam, wasting is something we should never do, because we understand that every blessing we have comes from Allah ﷻ. When we waste, it shows that we don't **value** His gifts and that we are not truly grateful. Instead, we should take only as much food as we need, finish what's on our plate, and share with others.

The same rule about wasting applies to other situations too. For example, if a friend is kind enough to pay for your lunch, you shouldn't take more food than you usually eat just because you aren't paying. Or when staying at a hotel, you shouldn't use more water while showering than you normally do at home. Islam teaches us that wasting is wrong no matter where we are or who is paying.

SHOCKING NUMBERS

The United Nations has reported that food waste is a big problem around the world. **In 2022, people wasted about 1.05 billion tons of food!** That's enough to fill more than 3,000,000 school buses! This waste costs the world about \$1 trillion every year, and most of it actually happens in homes.

While some people waste food, many others don't have enough to eat. **Sadly, every day, around 24,000 people die from starvation worldwide—that's 1,000 persons per hour!** So, before you waste any food, just think of those who don't have anything to eat.





Every year, **more than 829,000 people die because they don't have clean water to drink—including about 700 children every day.** That's like losing a whole big school of kids each day, just because of dirty water.

Also, **millions of women and children—especially in some parts of Africa—have to walk several miles every single day just to bring water to their families.** So, the next time you leave the water running while showering or brushing your teeth, remember them and use water wisely.

DON'T WASTE

Mr. Jamal added that Islam teaches us to use Allah's blessings wisely if we want to continue to enjoy His love. The Quran instructs us (*Surah Al-A'raf* 7:31), **"Eat and drink, but don't waste. Surely Allah doesn't like those who waste."**



In the Quran we learn:

هُوَكُلُوا وَاشْرَبُوا وَلَا تُسْرِفُوا إِنَّهُ لَا يُحِبُّ الْمُسْرِفِينَ

Wa kulu wash-rabu wa la tus-ri-fu, in-na-hu la yu-hib-bul mus-ri-feen

Prophet Muḥammad ﷺ said, **"Eat, drink, give charity, and wear (decent) clothes without wasting or acting arrogantly."** {Aḥmad}



In the *ḥadith* we learn:

كُلُوا، وَاشْرَبُوا، وَتَصَدَّقُوا، وَالْبَسُوا،
فِي غَيْرِ إِسْرَافٍ وَلَا فَحِيلَةٍ

*Ku-lu, wash-rabu, wa ta-ṣad-da-qu, wal-bisu,
fi ghay-ri is-ra-fin wa la ma-khi-lah*

The Prophet ﷺ taught us that we shouldn't waste, even when resources seem unlimited. He ﷺ once saw his companion Sa'd ibn Abi Waqqas using too much water while making *wuḍu*, so he ﷺ advised Sa'd, **"Do not waste water, even if you live by a flowing river."** {Ibn Majah}



In the *ḥadith* we learn:

لَا تُسْرِفْ وَإِنْ كُنْتَ عَلَى نَهْرٍ جَارٍ

La tus-rif wa in kun-ta 'a-la nah-rin jar

It's interesting to know that the Prophet ﷺ used only what's equal to one small bottle of water (750 ml) for his *wuḍu* and what's equal to four bottles (3 liters) for his full shower. Unfortunately, some of us may use much more water every day just to brush our teeth!





ACTIVATE

Popcorn Reading

Each student reads one sentence of the story, then picks a classmate to continue.



Group Discussion

(**Think-Pair-Share**—each student **thinks** of an answer, then they are **paired** or grouped and **share** their thoughts with the class):



- 1 Why was Omar taken to the “food court” in his dream?
- 2 How did the food feel about being wasted?
- 3 What kinds of people worked hard to bring the meal to Omar?
- 4 What can you do if you can’t finish your food?

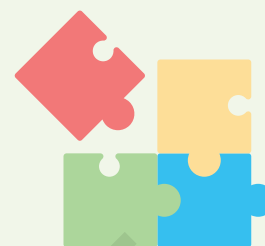
Role-Playing

Act out the courtroom dream with students playing salmon, broccoli, peppers, Omar, and Judge Carrots.



Activities

- 1 **Meal Map Game:** Based on the "Food Court" story, place cutouts of different foods on a world map to show where they came from.
- 2 **Wasteless Challenge:** Give students simple tasks like turning off lights or saving paper and reward them for not wasting.
- 3 Encourage students to practice making *wudu* using only one bottle of water (750 ml), like the Prophet ﷺ did.



Project

- 1 **"Zero Waste" Poster:** Students create a colorful poster showing five ways to stop wasting food and resources.
- 2 **"Food and Water Shortage" Poster:** With the help of parents or teachers, students make a poster about people around the world who don't have enough food or clean water. On the poster, they can also add ideas of how we can help—like not wasting food, saving water, giving charity, and supporting groups that build wells.





PERSONAL AFFIRMATION



I DON'T WASTE BECAUSE I'M GRATEFUL
FOR EVERYTHING ALLAH ﷻ
HAS GIVEN ME.



What are some other things besides food that we shouldn't waste?

LESSON

14

BODY, MIND, & SOUL



LESSON OBJECTIVES

By the end of this lesson, students will be able to:

- 1 Understand how the body, mind, and soul work together
- 2 Identify ways to take care of their body, mind, and soul
- 3 Explain the importance of staying healthy physically and spiritually
- 4 Practice good habits to stay connected to Allah and feel strong

WORD BANK



WORD	DEFINITION
Curiously	In a way that shows you really want to know or learn something
<i>Du'a</i>	A prayer to ask Allah for something
Operating system	The main program or software that makes a computer work
Peeked	Looked quickly
Spotted	Saw or noticed something
Well-kept	Taken care of; in good condition



ENGAGE

STORY: HAMZAH'S LAPTOP!

Ms. Sarah told her students an interesting story. One day, Hamzah was trying to start his laptop, but it wouldn't turn on. He pressed all the buttons and even shook it a little, but nothing worked. Hamzah didn't know what to do, so he called his dad for help. His dad, who was really good with computers, picked it up and said, "There could be a problem with the machine itself, the **operating system**, or maybe it just needs power."

Hamzah looked confused and asked, "How did you know that?" His dad smiled and said, "A laptop is just like a human being—it needs care, updates, and proper charging. In the same way, we need to take care of our **body**, **mind**, and **soul** to live a happy and healthy life." Hamzah scratched his head and asked **curiously**, "How is that the same?" His dad said, "Let me explain."





STUDY



YOUR BODY

Just like your laptop, your body needs care too! Imagine if you never cleaned your laptop, spilled juice on it, or kept dropping it on the floor. What would happen? It would slow down, stop working properly, or even break!

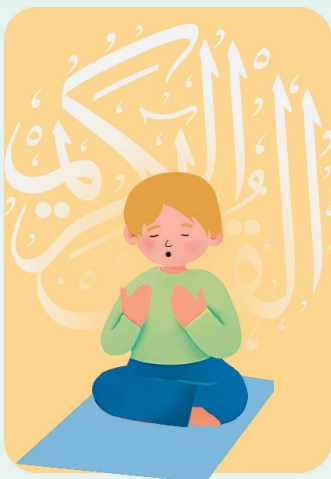
Your body is the same way. If you only eat junk food, play with electronics all day, and never drink enough water, your body will feel tired, weak, and sick. But if you eat healthy food, drink water, and stay active, your body will be strong and full of energy—just like a **well-kept** laptop runs fast and smoothly!



YOUR MIND

Your mind is like the software inside the laptop. If you don't feed it useful things, like learning about Islam, reading books, and solving puzzles, it won't work at its best. Just like a computer needs updates to stay healthy and fast, your mind needs new knowledge to grow stronger.

But if you only watch silly videos all day and never learn anything new, your mind won't get sharper—just like a computer with old, slow software. Learning new things makes you smarter, quicker, and ready for anything!



YOUR SOUL

Now, let's talk about your soul. The soul is like the power inside the laptop. If a laptop is not charged, it won't turn on, no matter how fancy it looks. In the same way, your soul needs to be always connected to Allah ﷻ to feel peaceful and stay strong.

When you pray, make *du'a*, read the Quran, and help others, you are charging your soul—just like plugging in your laptop to keep it alive. But if you don't pray, connect your heart to Allah ﷻ, or care about people, your soul will feel empty and sad, just like a laptop without power.

PROBLEM SOLVED

Hamzah joked, "Thanks, Dad! Now I understand. Can you please fix my laptop's **mind, body, and soul**?" His dad laughed and checked the machine carefully, but everything looked normal.

He then *peeked* behind the desk and *spotted* the problem—the power adaptor was unplugged! "Aha, here's the real problem," his dad said with a smile. He plugged it back in, and the laptop lit up with a bright screen. Hamzah clapped his hands and cheered, "It's alive! *Allahu Akbar!*"



THE STRONG BELIEVER

Ms. Sarah said, "The Prophet ﷺ taught us, 'A strong believer is better and more beloved to Allah than a weak believer.'"
{Muslim}



In the *ḥadith* we learn:

المُؤْمِنُ الْقَوِيُّ خَيْرٌ وَأَحَبُّ إِلَى اللَّهِ مِنَ الْمُؤْمِنِ الضَّعِيفِ

*Al-mu'-minul qawi-yu khay-ron wa aḥab-bu ila Allahi
min-al mu'-min-iḍ ḍa'eef*

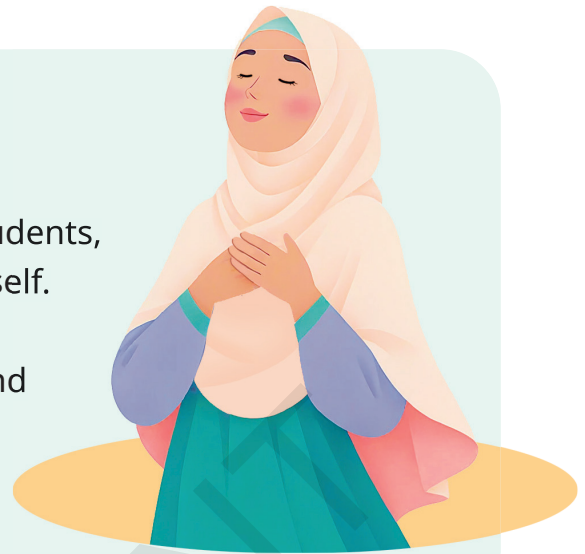
This *ḥadith* covers every type of strength in all areas of life, like health, wealth, knowledge, faith, and more. This includes strength in the **body, mind, and soul**. For example, a strong body helps a believer pray, do good, and help others. A strong heart keeps faith in Allah ﷻ during hard times. A strong soul pushes the believer to succeed in this life and next.



ADVICE FOR LIFE

At the end of the lesson, Ms. Sarah told her students, "If you love Allah ﷻ, you should also love yourself. When you love yourself, you take care of your body, mind, and soul. Stay away from stress and mean people. If someone hurts you, makes you feel uncomfortable, or touches you in a wrong way, tell your parents or teacher. You are special and a good Muslim. Be fair, and never accept what is wrong."

She added, "You are important and deserve respect. You have a bright future, *in-sha-Allah*. One day, you can be a teacher, doctor, scientist, business owner, imam, or leader. It all begins with loving Allah ﷻ and taking care of yourself."



ACTIVATE

Popcorn Reading

Each student reads one sentence of the story, then picks a classmate to continue.



Group Discussion

Think-Pair-Share:

- 1 What happened to Hamzah's laptop?
- 2 How is your body like a laptop?
- 3 What happens if we don't take care of our minds?
- 4 How do we charge our souls?



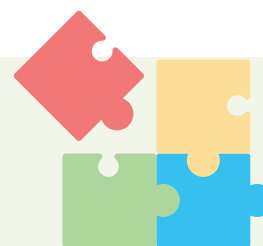
Role-Playing

In pairs, one student plays Hamzah asking about the body, mind, and soul, while the other plays Dad giving examples using everyday items.



Activities

- 1 **Laptop Comparison:** Students label body, mind, and soul parts on a drawing of a human and compare it to a laptop with a hard drive (mind), hardware (body), and a battery (soul).
- 2 **Healthy Habits Sort:** Sort cards into three piles: Body Care (e.g., brushing teeth, eating healthy food, playing sports), Mind Care (e.g., reading, solving puzzles, learning new things), and Soul Care (e.g., praying, reciting Quran, making *du'a*).
- 3 **Power Up Game:** Walk around the room pretending to "charge" your soul through pretend actions like praying, making *du'a*, or reading Quran.



Project

Create a mini poster titled **"My Power Plan"** with three sections: Body, Mind, and Soul. Students draw or list one way they care for each.



PERSONAL AFFIRMATION

I TAKE CARE OF MY BODY, MIND, AND
SOUL TO STAY STRONG, SMART, AND CLOSE
TO ALLAH ﷻ.



EXIT
TICKET

What are some ways you can take care of your whole self?

FAITH TIME

SURAH

AT-TAKATHUR (102)



SCAN TO WATCH



LESSON OBJECTIVES

By the end of this lesson, students will be able to:

- 1 Understand the meaning and message of *Surah At-Takathur*
- 2 Identify the dangers of greed and showing off
- 3 Explain how real happiness comes from being grateful to Allah ﷻ and caring for others



WORD BANK



WORD	DEFINITION
Blessings	Good things that Allah gives us, like health, wealth, and family
Clarified	Explained to make things clear
Fancy	Something that looks very special or expensive
Greed	Wanting more and more, even when you have enough
Greedy	Someone who always wants more and refuses to share
Miserable	So sad and unhappy
Thankful	Being happy and grateful for what you have



ENGAGE

STORY: A WISH GONE WRONG!

Shakir often sat outside his little house looking very sad. One day, the king passed by and asked him, "Why are you so sad?" He replied, "I don't have a farm." The king smiled and said, "If I give you land, will that make you happy?"

He answered, "Of course! The more land, the better!" The king made him a deal: "Walk as far as you want in my kingdom, and all the land you walk will be yours. But you must come back and tell me how far you walked, so I can write it in your contract."

Shakir, who was 48, got very excited. He wanted to have more land than all his neighbors. So, he started walking from his little village and went 20 miles to a big city. He thought about going back to the king, but then he said, "I'm still young! I can walk more and get more land."



So, he kept walking to another city, then another state. Even when he turned 57, he told himself, “I can keep going. I’m still strong.” He kept walking until he reached the sea at the age of 65.

Shakir smiled and said, “I’m going to cross this sea and take all the land on the other side!” He quickly built a small boat and sailed away. But soon, dark clouds filled the sky, strong winds blew, and huge waves rocked his little boat. He got lost at sea and saw nothing but endless water. Days passed, and he was completely lost. Then it hit him—he had spent years chasing more and more land but never went back to the king. In the end, how much land did he get? Nothing. Shakir realized that always wanting more can make you lose everything.



STUDY

AN OVERVIEW

Ms. Sarah explained that *Surah At-Takathur* (102) teaches us not to busy ourselves with comparing what we have to others—like money, clothes, and other things. Some people care so much about winning in life and showing off that they completely forget about Allah ﷻ and being good. The

surah reminds us that one day we will all meet Allah ﷻ and be asked about the **blessings** we have. Instead of always wanting more, we should be **thankful**, share with others, and remember that the best treasures are kindness, worship, and doing good for Jannah.



HUMAN GREED

Ms. Sarah added that many people try to achieve happiness in many different ways. They think that only money will make them happy. Some don't even care if their money is *halal* or *haram*. And they don't care about the poor either.

In Islam, it is okay to make a lot of money if we earn it in the right way. Many of the Prophet's companions were very rich, including Abu Bakr, 'Uthman, and 'Abdur-Rahman ibn 'Awf رضي الله عنه. They worked hard in business to earn their wealth. But they didn't just keep it for themselves—they used it to live a good life and to help others in need.

The problem is that many people are **greedy**, and they try to make money even in *haram* ways by cheating and stealing. The Prophet ﷺ said, **"If a human being had (even) two valleys of gold, they would still be hungry for a third. Nothing would satisfy their greed except the dirt (in their grave)."** {Ahmad}

In the *hadith* we learn:



لَوْ كَانَ لِابْنِ آدَمَ وَادِيَانِ مِنْ ذَهَبٍ لَا بَتَغَى الثَّالِثَ،
وَلَا يَمْلَأُ جَوْفَ ابْنِ آدَمَ إِلَّا التُّرَابُ

*Law kana lib-ni Aadama wadi-yani min zaha-bin lab-ta-ghath tha-lith,
wa la yam-la'o jaw-fab-ni Aadama il-lat turab*

MONEY IS NOT EVERYTHING

Ms. Sarah **clarified**, "Don't get me wrong: money is important, but it's not everything. For example, money can buy us medicine but it cannot buy us good health. It can buy a bed, but not sleep. It can buy fancy things, but not happiness."

This explains why some millionaires feel so **miserable** that they don't even want to live anymore. Their life is poor because the only thing they have is money.

One of the best ways to achieve happiness is to help others. When we take care of people, Allah ﷻ takes care of us.



ENGLISH	ARABIC	عربي
1. Competition for more distracts you 'from Allah'	<i>Alha-kumut Takathur</i>	أَلْهَاكُمْ التَّكَاثُرُ ①
2. until you end up in 'your' graves.	<i>ḥat-ta zur-tumul maqa-bir</i>	حَتَّى زُرْتُمُ الْمَقَابِرَ ②
3. But no! You will soon know.	<i>kalla saw-fa ta'la-moon</i>	كَلَّا سَوْفَ تَعْلَمُونَ ③



ENGLISH	ARABIC	عربي
4. Again, no! You will soon know.	<i>thum-ma kalla saw-fa ta'la-moon</i>	ثُمَّ كَلَّا سَوْفَ تَعْلَمُونَ ﴿٤﴾
5. In fact, if you had sure knowledge 'of your end, you would have acted differently'.	<i>kalla law ta'la-moona 'ilmal ya- qeen</i>	كَلَّا لَوْ تَعْلَمُونَ عِلْمَ الْيَقِينِ ﴿٥﴾
6. 'But' you will surely see Hell.	<i>la-tara-wun- nal ja-ḥeem</i>	لَتَرَوُنَّ الْجَحِيمَ ﴿٦﴾
7. Again, you will surely see it with your own eyes.	<i>thum-ma la-tara-wun- naha 'ay- na-l ya-qeen</i>	ثُمَّ لَتَرَوُنَّهَا عَيْنَ الْيَقِينِ ﴿٧﴾
8. Then, on that Day, you will definitely be questioned about 'your worldly' pleasures.	<i>thum-ma latus-alun- na yaw-ma- izin 'anin- na'eem</i>	ثُمَّ لَتُسْأَلُنَّ يَوْمَئِذٍ عَنِ النَّعِيمِ ﴿٨﴾

QURAN DICTIONARY

In-sha-Allah, in the **Quran Time** sections from grades 1 to 12, you will learn the 600 most common words that make up over 90% of the Quran.

TIMES MENTIONED IN THE QURAN	ENGLISH	ARABIC	عربي
295	Soul, self	<i>nafs + anfus</i>	نَفْسٌ + أَنْفُسٌ
283	A thing, something	<i>shay' + ash-yaa'</i>	شَيْءٌ + أَشْيَاءٌ
205	Truth, true	<i>al-haqq</i>	الْحَقُّ
169	An example	<i>mathal + am-thaal</i>	مَثَلٌ + أَمْثَالٍ
167	A lot	<i>katheer</i>	كَثِيرٌ
	Much more	<i>ak-thar</i>	أَكْثَرُ



ACTIVATE

Popcorn Reading

Each student reads one sentence of the story, then picks a classmate to continue.



Group Discussion

Think-Pair-Share:

- 1 Why do some people want more and more stuff?
- 2 What happens when we forget to say "*Al-ḥamdu-lillah*"?
- 3 How can we use our money in a good way?
- 4 What are some blessings that money cannot buy?
- 5 What did you learn from Shakir's story?



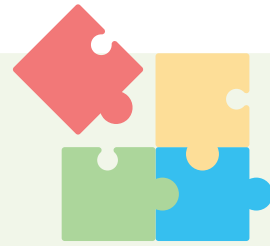
Role-Playing

One student pretends to have many toys and shares them. Another doesn't share. The class discusses how each character feels and what is right.



Activities

- 1 Draw a picture showing someone sharing their toys or snacks with others.
- 2 Create a **"Thank You, Allah!"** flower with petals listing blessings (family, food, home, health, etc.)



Project

"Gratitude Jar": Each student decorates a small jar and fills it with paper slips of things they are thankful for.



PERSONAL AFFIRMATION

I AM HAPPY WITH WHAT I HAVE, AND I
THANK ALLAH ﷻ EVERY DAY!



If you receive a million dollars today, what are you going to do with it?

2

THE CLEAR DEEN™

Workbook



Author & Storyteller
Dr. Mustafa Khattab

DON'T WASTE!

A. TRUE OR FALSE

1. Wasting food is okay if you don't like the taste. ☐ ☒
2. Many people worked hard to bring food to our plates. ☐ ☒
3. Allah loves people who waste. ☐ ☒
4. You can save food by sharing or eating smaller portions. ☐ ☒
5. Omar's dream taught him to appreciate food. ☐ ☒



B. STUDY QUESTIONS

1. What was strange about Omar's dream?

.....

2. Name three foods that spoke in the courtroom.

.....

3. Why was the food upset with Omar?

.....

4. What lesson did Omar learn from the dream?

.....

5. List two other things besides food that we should not waste.

.....

C. MULTIPLE CHOICE

1. What did the food do in Omar's dream?
 - a) Got eaten
 - b) Complained in court
 - c) Cooked themselves
2. According to the lesson, what happens to many people every day around the world?
 - a) They go to the movies
 - b) They win gold medals
 - c) They don't have enough food or water
3. What should we do with extra food?
 - a) Save it or share it
 - b) Throw it in the trash
 - c) Hide it



D. REFLECTION QUESTIONS

1. Why is it important to think before wasting food?

.....

2. How can you help others who don't have enough to eat?

.....

3. What changes can you make at home to stop wasting water or electricity?

.....

E. FILL IN THE BLANKS

(Use: farmers, court, food, starving)

1. Omar went to the food _____ in his dream.

2. The _____ and truck drivers worked hard to bring the meal.

3. Many people around the world are _____ every day.

4. It's wrong to throw away good _____.



F. WHAT WOULD YOU DO?

1. You're at a party and your plate is full, but you can't finish it. What would you do?

.....

2. You see your friend throw away a full sandwich. What would you do?

.....

3. Your brother or sister always forgets to switch off the lights. What would you do to help?

.....

BODY, MIND, & SOUL

A. TRUE OR FALSE

1. A laptop doesn't need charging, only buttons. ☐ ☒
2. If you don't take care of your body, you can feel tired or sick. ☐ ☒
3. Your mind gets stronger when you learn good things. ☐ ☒
4. Praying and reading Quran help your soul. ☐ ☒
5. Hamzah's laptop was plugged in the whole time. ☐ ☒



B. STUDY QUESTIONS

1. What did Hamzah learn from his laptop not turning on?

.....

2. How is the body like a laptop's outer parts?

.....

3. What makes the mind smarter and faster?

.....

4. How do we charge our soul?

.....

5. What made Hamzah say, "Al-ḥamdu-lillah"?

.....

C. MULTIPLE CHOICE

1. What happens if you don't drink enough water or eat healthy food?

- a) You save a lot of money
- b) Your laptop turns off
- c) Your body feels weak and tired

2. What helps your mind grow stronger?

- a) Watching silly videos
- b) Learning about Islam and reading books
- c) Sleeping all day

3. What is the soul compared to in the story?

- a) The power inside the laptop
- b) The computer screen
- c) The mouse and keyboard



4. How do you charge your soul?
 - a) Use a power bank
 - b) Jump up and down
 - c) Pray and connect to Allah ﷻ
5. What did Hamzah's dad find behind the desk
 - a) A cookie
 - b) The unplugged charger
 - c) A coin

D. REFLECTION QUESTIONS

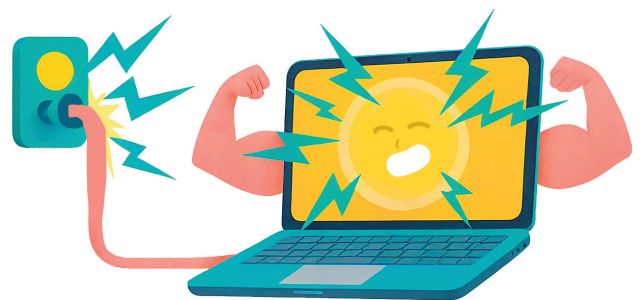
1. What happens if you only care for your body but forget your soul?
.....
2. Why is it important to feed your mind with good knowledge?
.....
3. How can you help someone else care for their soul?
.....

FAITH TIME

E. FILL IN THE BLANKS

(Use: mind, soul, body)

1. The _____ needs healthy food and exercise.
2. The _____ gets smarter by reading and learning.
3. The _____ needs prayer to feel close to Allah ﷻ.



F. WHAT WOULD YOU DO?

1. You feel lazy and don't want to pray. How can you encourage yourself?
.....
2. Your friend only plays video games all day. What good advice would you give them?
.....
3. You feel upset and tired. What could you do to recharge your mind or soul?
.....



LESSON
19

SURAH AT-TAKATHUR (102)

SIRAH TIME

A. TRUE OR FALSE

1. Surah At-Takathur teaches us to always want more.

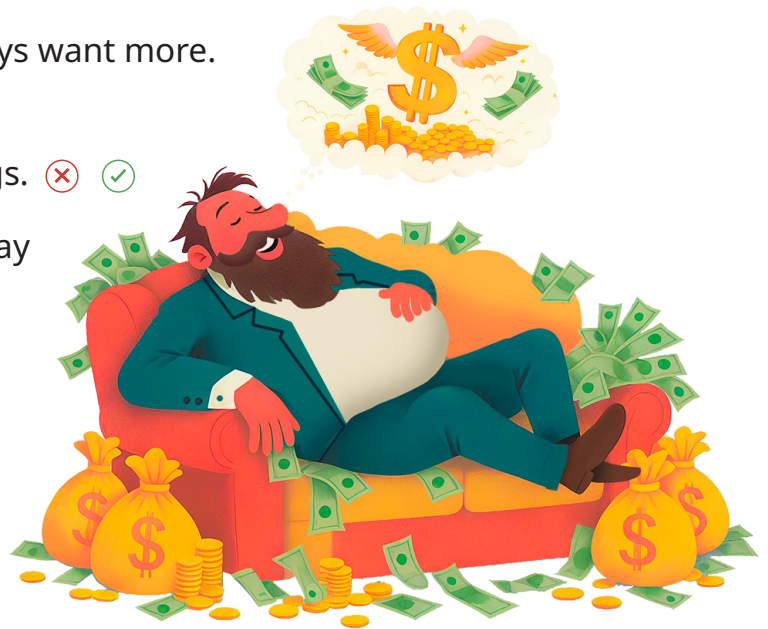
✗ ✓

2. Allah ﷻ will ask us about our blessings. ✗ ✓

3. It's okay to earn money in a haram way if you are going to donate it. ✗ ✓

4. Being thankful is better than being greedy. ✗ ✓

5. Shakir became happy at the end because he got lots of land. ✗ ✓



B. STUDY QUESTIONS

1. What does Surah At-Takathur warn us about?

.....

2. What did Shakir keep doing in the story?

.....

3. What lesson do we learn from the Prophet's saying about gold?

.....

4. Why is it better to share with others?

.....

5. What should we say when we're happy with our blessings?

.....

C. MULTIPLE CHOICE

1. Surah At-Takathur teaches us to:

- a) play games all day
- b) keep wanting more things
- c) be thankful and not greedy

2. Shakir wanted to have a lot of:

- a) food
- b) land
- c) sheep

3. Real happiness comes from:

- a) helping others
- b) being rich
- c) having the biggest house



D. REFLECTION QUESTIONS

1. What might happen if everyone only cared about money?
.....
2. How would the world change if more people were thankful?
.....
3. Why do some rich people feel sad even though they have lots of money?
.....

E. FILL IN THE BLANKS

(Use: greed, Jannah, health)

1. Money can buy us food but not
_____.
2. _____ can make people forget
about Allah ﷻ.
3. The best treasure is earning _____.



F. WHAT WOULD YOU DO?

1. You see your friend showing off a new toy and making others sad. What would you do?
.....
2. You get extra money on 'Eid. Would you spend it all, save some, or give some to someone in need?
.....
3. Someone says, "You need to have the most things to be happy." How would you respond?
.....

G. TRACE THIS SURAH

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَلْهَاكُمْ التَّكَاثُرُ ① حَتَّى زُرْتُمُ الْمَقَابِرَ ②
كَلَّا سَوْفَ تَعْلَمُونَ ③ ثُمَّ كَلَّا سَوْفَ تَعْلَمُونَ ④
كَلَّا لَوْ تَعْلَمُونَ عِلْمَ الْيَقِينِ ⑤ لَتَرَوُنَّ الْجَحِيمَ ⑥
ثُمَّ لَتَرَوُنَّهَا عَيْنَ الْيَقِينِ ⑦ ثُمَّ لَتُسْأَلُنَّ يَوْمَئِذٍ عَنِ النَّعِيمِ ⑧

THE CLEAR DEEN™

Pacing Chart & Answer Key



Author & Storyteller
Dr. Mustafa Khattab

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LESSON 1. DON'T WASTE!

A. True or False

1. F
2. T
3. F
4. T
5. T

B. Study Questions

1. He dreamed that food took him to court for wasting.
2. Rice, green peppers, salmon
3. Because he wasted half of them
4. To finish or share food and never waste
5. Water and electricity

C. Multiple Choice

1. b
2. c
3. a

D. Reflection Questions

1. Because many people don't have enough food, and wasting is unfair
2. Donate or share food; raise awareness.
3. Turn off the water when brushing and turn off the lights when leaving a room.

E. Fill in the Blanks

1. court
2. farmers
3. starving
4. food

F. What Would You Do?

1. I'd wrap it up to take home or share it with someone else.
2. I'd kindly remind them not to waste and suggest saving it.
3. I'd keep reminding them gently to switch off the lights.

LESSON 14. **BODY, MIND, & SOUL**

A. True or False:

1. F
2. T
3. T
4. T
5. F

B. Study Questions:

1. Just like machines, people need care in their body, mind, and soul.
2. It needs good food, water, and care just like a machine needs to be protected and taken care of.
3. Reading, learning, and doing puzzles
4. By praying, making du'a, and doing good deeds
5. Because his laptop finally turned on

C. Multiple Choice:

1. c
2. b
3. a
4. c
5. b

D. Reflection Questions:

1. You may feel empty or sad even if your body feels okay.
2. So you can make good choices, solve problems, and help others
3. I'd remind them to pray, read Quran, or say a du'a.

E. Fill in the Blanks:

1. body
2. mind
3. soul

F. What Would You Do?

1. I'd say, "I'm charging my soul—prayer will help me feel better."
2. I'd say, "Try learning something new—it helps your mind grow!"
3. I'd take a break, pray, or read something peaceful.

LESSON 19. SURAH AT-TAKATHUR (102)

A. True or False:

1. F
2. T
3. F
4. T
5. F

B. Study Questions:

1. It warns us not to keep chasing more things and forget Allah.
2. He kept walking to get more land but never returned to claim it.
3. People will never be satisfied, even if they have two valleys of gold.
4. Because it pleases Allah and helps those in need
5. *Al-hamdu-lillah!*

C. Multiple Choice:

1. c
2. b
3. a

D. Reflection Questions:

1. There would be more fighting, sadness, and unfairness.
2. People would help each other and feel more joy.
3. Because money doesn't bring peace or love—only Allah can

E. Fill in the Blanks:

1. health
2. greed
3. Jannah

F. What Would You Do?

1. I'd tell them kindly not to make others feel bad and to be more humble.
2. I'd spend a little, save some, and give some to a poor child.
3. I'd say that real happiness comes from remembering Allah and being kind.

THE CLEAR DEEN™
Grade 3
Three Sample Lessons

3

THE CLEAR DEEN™

Story-Based Islamic Studies Textbooks



Author & Storyteller
Dr. Mustafa Khattab

LESSON

10

THE PROPHET'S HEALTHY LIFESTYLE



LESSON OBJECTIVES

By the end of this lesson, students will be able to:

1

Understand how the Prophet ﷺ lived a healthy and balanced life

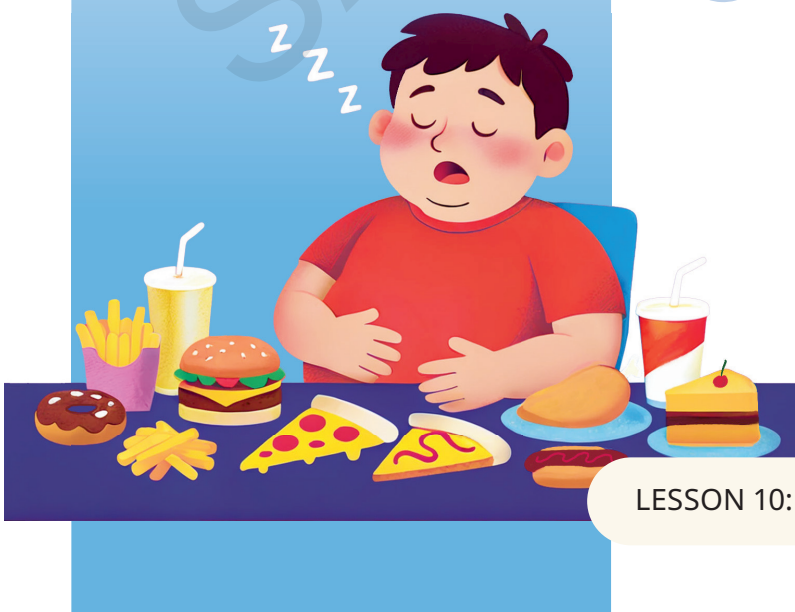
2

Identify the Prophet's eating habits, fitness, personal hygiene, and clothing

3

Explain how following the Prophet's example can help us live a healthier and happier life

SIRAH TIME



WORD BANK

WORD	DEFINITION
Casually	Easily and in a relaxed way
Criticizing	Saying something is wrong or pointing out mistakes
Gratitude	Being thankful for something
Hygiene	Keeping your body clean so you stay healthy and smell nice
Miswak	A natural tooth stick used to clean teeth
Moderately	Doing something in a balanced way, not too much or too little
Portions	Pieces or parts of something (like food or a task)
Sunnah	The way the Prophet ﷺ lived and the good example he showed us to follow





ENGAGE

STORY

ZIKO'S IFTAR

Ziko was super-excited about the big open buffet *iftar* at the masjid. As soon as the food was ready in the kids' section, he rushed to the front of the line and piled his plate with pizza, burgers, fries, and loads of sweets! His brother, Omar, warned him, "Don't waste food!" but Ziko didn't listen.

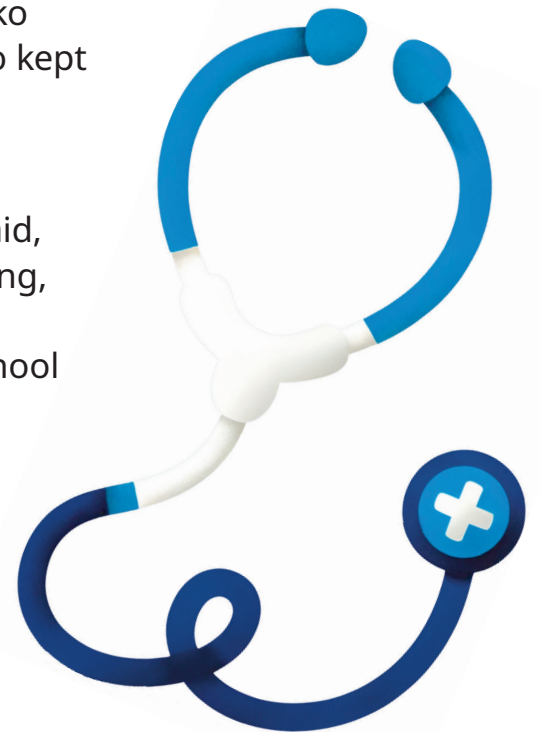


Ziko didn't realize that some kids who came late didn't get enough to eat because he took too much. When Omar told him, "You should have tried some of the healthy fruit salad instead," Ziko made a face and said, "Yuck!" During 'Isha prayer, Ziko kept burping, which made all the kids laugh.



That night, Ziko's mom asked if he brushed his teeth. He smiled and said, "Yes!" but he didn't! The next morning, he woke up with a big tummy ache and a toothache. He had to miss school and visit both the doctor and the dentist.

On the way home, Ziko told his mom the truth. She was glad he was honest and reminded him that the Prophet ﷺ taught us not to waste food, to eat healthy, and to take care of our bodies. Ziko promised, "*In-sha-Allah*, next time, I'll only take the food I need, and I'll brush my teeth for real!"





STUDY



THE PROPHET'S FOOD

The Prophet ﷺ lived a simple and healthy life, eating small **portions** of natural foods like grains, fruits, and milk. He also ate meat every now and then. Sometimes, his family had so little food that they only lived on dates and water for months, yet he ﷺ never complained. He ﷺ also showed **gratitude** for every meal, never wasting or **criticizing** any food.

The companions reported, **"The Prophet ﷺ never said anything bad about any food (presented to him). If he liked it, he would eat it. Otherwise, he would leave it."** {Al-Bukhari & Muslim}

In the *ḥadith* we learn:

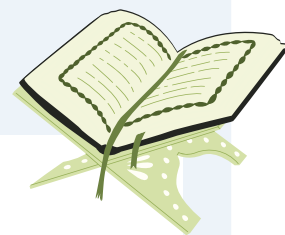


مَا عَابَ النَّبِيُّ ﷺ طَعَامًا قَطُّ؛ إِنْ اشتهَاهُ أَكَلَهُ، وَإِلَّا تَرَكَهُ

ma 'a-ban nabi-yu (ṣal-lal-lahu 'alay-hi wa sal-lama) ṭa-'a-man qaṭ, in ish-ta-ha-hu aka-la-hu, wa il-la ta-ra-kah

The Quran teaches us: **"Eat and drink, but don't waste. Allah doesn't like those who waste."** (Surah Al-A'raf 7:31)

In the Quran we learn:



﴿وَكُلُوا وَاشْرَبُوا وَلَا تُسْرِفُوا إِنَّهُ لَا يُحِبُّ الْمُسْرِفِينَ﴾

wa ku-lu wash-ra-bu wa la tus-ri-fu, in-na-hu la yu-ḥib-bul mus-ri-feen

The Prophet ﷺ taught people to eat **moderately**, saying, “**One-third (of the stomach should be) for food, one-third for drink, and one-third for air.**”

One time, a person ate too much and kept burping publicly, so the Prophet ﷺ told him: “**Stop it! Those who are full the most in this life will be hungry the longest on Judgment Day.**” {At-Tirmizi}



HIS FITNESS

The Prophet ﷺ stayed strong and fit throughout his life. For example, there was a palm tree trunk in his house used as stairs to reach an upper room. One day, 'Omar ؓ climbed down the trunk carefully, holding it with both hands to avoid falling over. But the Prophet ﷺ, who was 61 years old and 13 years older than 'Omar ؓ, walked down the trunk **casually**, as if it were flat ground! His physical strength enabled him to pray for long hours at night, travel far distances, and protect his community. He ﷺ told us to take care of our bodies when he said, “**Certainly, your body has a right over you.**” {Al-Bukhari & Muslim}

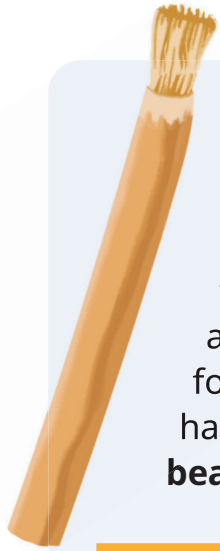


In the *ḥadith* we learn:

إِنَّ لِبَدَنِكَ عَلَيْكَ حَقًّا

in-na li-ba-da-ni-ka 'alay-ka ḥaq-qa





HIS PERSONAL HYGIENE

The Prophet ﷺ loved cleanliness and beauty. He ﷺ brushed his teeth with a *miswak* before every prayer, clipped his nails, and always smelled nice. He ﷺ wore clean clothes and avoided smelly foods like raw onions and garlic. Once, he saw a man with messy hair and kindly reminded him to fix it. He taught that **"Allah is beautiful and He loves beauty."** {Muslim}

In the *ḥadith* we learn:

إِنَّ اللَّهَ جَمِيلٌ يُحِبُّ الْجَمَالَ

in-na Allaha ja-mee-lun yu-ḥib-bul ja-mal



HIS CLOTHES

The Prophet ﷺ wore simple clothes, often white, and didn't wear silk or gold, which are not allowed for Muslim men. He ﷺ dressed just like everyone else. Visitors couldn't tell him apart from others. Whenever he ﷺ got new clothes, he would make *du'a* asking Allah ﷻ for His blessings, as we will learn in lesson 30.



FOLLOWING THE PROPHET'S SUNNAH

The Prophet's example and way of life is called "*Sunnah*." As Muslims, we are encouraged to follow the Prophet's *Sunnah* in order to live a good life in this world and make it to Jannah in the next life.



ACTIVATE

Popcorn Reading

Students take turns to read the story then choose the next reader.



Group Discussion:

- 1 Compared to the Prophet's example, can you list four mistakes made by Ziko?
- 2 Why do you think the Prophet ﷺ ate small portions?
- 3 What does it mean to live simply?
- 4 Why do you think the Prophet ﷺ never criticized any food?
- 5 Can you recommend a balanced and healthy plate for Ziko to eat?



SIRAH TIME

Role-Playing

- 1 One student is Ziko, and the other is the doctor giving kind advice on how to keep his mouth clean.
- 2 One student acts like they are eating too much, and the other is reminding them gently of the Prophet's words (one-third for food, one-third for drink, one-third for air).



Activity

Create a chart with three sections showing what the Prophet ﷺ taught about eating, drinking, and breathing.



Project

Create a mini poster or flipbook titled **"My Healthy Sunnah Habits."** Include five habits students can start doing like brushing teeth, eating healthy food, exercising, etc.



PERSONAL AFFIRMATION

MY BODY IS A TRUST FROM ALLAH ﷻ,
AND I DO MY BEST TO TAKE CARE OF IT.



How did the Prophet ﷺ stay fit without a gym?

LESSON
16

WHY DOES ALLAH ﷻ CREATE PEOPLE WITH DISABILITIES?



LESSON OBJECTIVES

By the end of this lesson, students will be able to:

1

Identify how Allah ﷻ creates everything with wisdom and purpose

2

Understand the value and strength of people with disabilities in Islam

3

Explain how some of the Prophet's companions had disabilities and were still valued and loved



WORD BANK



WORD	DEFINITION
Blessing	A special gift from Allah ﷻ, even if we don't always notice it right away
Disability	A condition that makes it harder for someone to do certain things like walking, seeing, or hearing
Judgment Day	The day when Allah ﷻ decides everyone's reward or punishment based on their actions
Patience	Staying calm and strong during hard times
Wisdom	Knowing what is best and doing things for the right reasons



ENGAGE

STORY

FROM ZERO TO HERO



SCAN TO WATCH

'Amr ibn Al-Jamooḥ ﷺ used to worship an idol named Manaf. But his son, who had secretly become Muslim, wanted to show him that idols were powerless and useless. One day, 'Amr ﷺ found the idol thrown into a filthy ditch. 'Amr was very upset when he saw his favorite idol treated badly like this. He cleaned it, put perfume on it, and gave it a sword to protect itself. But the idol was disrespected again. 'Amr shouted, "Come on, Manaf! Can you please protect yourself?" Soon after, he found the idol broken and tied to a dead dog in that ditch. By then, 'Amr ﷺ realized that the idol was powerless and unable to protect itself, so he decided to accept Islam.

'Amr ﷺ had a **disability** in one leg and didn't have to fight in battles. But he ﷺ really wanted to join the Battle of Uḥud to defend the Muslim community against their Makkan enemies. When his sons tried to stop him, he insisted on joining the fight. Unfortunately, 'Amr ﷺ died in that battle. When the Prophet ﷺ saw his body, he ﷺ said, "I now see him walking perfectly with his legs in Paradise!" {Aḥmad}

This incredible story shows how someone with a disability can be a hero in other ways.





STUDY

COMPANIONS WITH DISABILITIES

During Islamic studies class, Ms. Sarah talked about some of the Prophet's great companions who had disabilities. She mentioned 'Amr ibn Al-Jamooḥ ﷺ and Mu'az ibn Jabal ﷺ, who both had leg problems, and 'Abdullah ibn Om Maktoum ﷺ, who was blind. Hasan raised his hand and asked, **"If Allah ﷻ is the Most Powerful and Master Creator, how come some people are born blind, deaf, or disabled?"** Ms. Sarah smiled and said, "That's a very good question. The problem with this question is that it focuses on Allah's power, but not His **wisdom**."

She explained, "Allah ﷻ creates everything for a reason. He ﷻ gave each of us a head, body, arms, and legs—all perfectly placed to work together. Imagine if someone's nose was on their shoulder, their eyes were on their elbows, or their feet were on the back of their head!" The students burst into laughter when they heard this.

Ms. Sarah continued, "The perfect way most humans are created is the general rule, but there are some exceptions. For some people, certain parts don't work as they should, but Allah ﷻ has a special plan for them. Allah ﷻ may bless people in different ways, including those with disabilities. For example, many of my Quran teachers in Egypt were born blind. However, Allah ﷻ blessed them with strong memories, so they were able to memorize the entire Quran just by listening to it. Isn't that incredible?" Hasan replied, "Definitely!"



STORY

FROM SYRIA TO THE WORLD

Ms. Sarah then shared the incredible story of Nujeen Mustafa, a brave, disabled girl from Syria. After the war started in her country in 2011, she left her home and traveled over 3,500 miles all the way to Germany in a wheelchair! Even though Nujeen never went to school, she taught herself English by watching TV. She later became the first girl with a disability to speak at the United Nations, and she was named one of the BBC's 100 Women in 2018. Nujeen's story teaches us that with courage and hope, we can do great things—even when life is hard.



ALLAH'S REWARDS FOR PEOPLE WITH DISABILITIES

Ms. Sarah added, "Allah's plan for the disabled includes the next life as well. On **Judgment Day**, people with disabilities will be made perfect. They will be able to see, hear, walk, and talk without any problems. Allah ﷻ will reward them for their **patience** by giving them Jannah, where every difficulty becomes a **blessing**. **So, instead of asking why Allah ﷻ has taken away something from someone, ask what special gift He ﷻ may have given them in its place and what reward He ﷻ has prepared for them.**" The students were amazed by Ms. Sarah's logical answer.



RESPECT FOR ALL

She reminded the class that Allah ﷻ made every person special. "It doesn't matter what others say about someone's disability, skin color, the shape of their nose, or the look of their hair. Allah ﷻ created everyone exactly as they are meant to be. Never bully anyone for how they look, because in Allah's eyes, we are all beautiful and perfect in our own way."



FAITH TIME



ACTIVATE

Popcorn Reading

Students take turns to read the story then choose the next reader.



Group Discussion:

- 1 Can someone with a disability still be a hero? Why or why not?
- 2 What does it mean that Allah ﷻ has a plan for everyone, even those who can't see or walk?
- 3 How should we treat people who look or act differently?



Role-Playing

To help students appreciate Allah's blessings and tests, have each of them pretend for just one minute that they were born with a disability (e.g., unable to see, walk, hear, or talk) and how this would have impacted their lives. If one student is blindfolded, they can try to walk from the back of the class to the front to pick up a book, passing between the desks, with the help of a friend they trust.



Poster Project

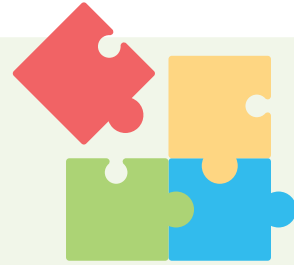
Each student creates a poster with the title **"Allah Made Me Special"** and draws or writes three things they are good at. At the bottom, they write: **"Allah made everyone different for a reason, and He loves us all."** Posters are displayed in class to celebrate how Allah ﷻ creates each person with care and purpose.



Activity:

To help students appreciate that all people—including those with disabilities—have unique strengths and are honored by Allah ﷻ.

INSTRUCTIONS:



- 1 Assign or let each student choose a real or fictional person with a disability.
- 2 Have them draw the person and write or present:
 - a. What challenge the person lives with (blindness, difficulty walking, etc.)
 - b. What strength or blessing Allah ﷻ has given them (e.g., kindness, memorization, beautiful recitation, patience, etc.)
- 3 Emphasize that our worth is not based on physical abilities, but on character, effort, and *taghwa* (keeping Allah in mind).



PERSONAL AFFIRMATION

I BELIEVE EVERYONE IS PERFECT THE WAY
ALLAH ﷻ CREATED THEM.



What's one interesting thing you learned from today's lesson?

LESSON
23

PROPHET YUNUS ﷺ



LESSON OBJECTIVES

By the end of this lesson, students will be able to:

- 1 Understand the story of Prophet Yunus ﷺ and his experience in the belly of the whale
- 2 Explain how Allah ﷻ always helps those who turn to Him in difficult times
- 3 Identify the importance of never giving up
- 4 Practice trusting in Allah ﷻ and making *du'a* when feeling scared or stuck

HISTORY TIME

WORD BANK



WORD	DEFINITION
Experience	Something that happens to you that you learn from
Forgiveness	Choosing not to punish someone for the wrong they have done
Glory	Great honor and praise
Stormy	Full of strong wind, rain, or thunder



ENGAGE

STORY

KHALID TRAPPED IN THE ELEVATOR!

One afternoon, Khalid came home from school with his sister. They lived on the 3rd floor of an apartment building. She took the stairs, and Khalid took the elevator. As the elevator started moving up, the power suddenly went out, and the elevator stopped. Everything went dark, and Khalid got very worried.

He tried calling his mom on his phone, but there was no signal. He even started banging on the door, but no one seemed to hear him. Feeling helpless, he sat on the floor and whispered, "What if I'm stuck here forever?" Finally, after a couple of minutes that felt like ages, the power came back on, and the elevator started moving up again!

When he reached the third floor, he quickly got out and found his mom and sister looking for him. He told them what had happened, and his mom gave him a big hug to calm him down. She said, "Khalid! Your **experience** in the elevator reminds me of the story of Prophet Yunus ﷺ. He felt trapped too, but his situation was much scarier."





INSIDE THE WHALE

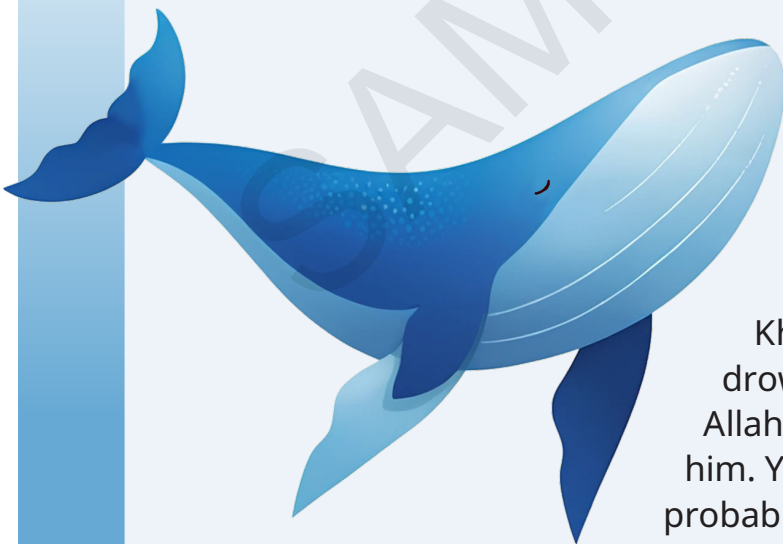
Khalid asked his mom, “What happened to him?” She explained that Prophet Yunus  lived in a town in what is now Iraq. Allah  sent him to guide his people, who worshipped idols and did a lot of bad things. Even though Yunus  called them to the truth for many years, they didn’t listen. Finally, he  warned them that Allah  would destroy them in three days, but they just laughed at him. Feeling upset and frustrated with his people, he left his town without asking Allah’s permission.



Prophet Yunus  got on a ship that was very full. After some time, a big storm hit, and the waves were crashing all around. The sailors were scared the ship might sink, so they started throwing heavy items into the water to make it lighter. But the ship was still too heavy. Then the sailors said, “Someone has to jump in the water to save the rest of us.” To be

fair, they wrote everyone’s name on sticks and picked one. They did it again and again—and each time, Yunus  was selected! Finally, they knew it had to be him, so they threw him into the deep, **stormy** sea.

Khalid asked nervously, “Did he drown?” His mom smiled and said, “No, Allah  sent a giant whale to swallow him. Yunus  was inside that whale, probably for days, feeling scared and alone.”



IMPORTANCE OF DU'A

Imagine being stuck in the dark belly of a whale, in the depths of the dark sea, in the dark of the night! But Yunus عليه السلام didn't give up. He prayed to Allah ﷻ and said this special *du'a*:

لَا إِلَهَ إِلَّا أَنْتَ سُبْحَانَكَ إِنِّي كُنْتُ مِنَ الظَّالِمِينَ

La ilaha illa anta, sub-ḥana-ka inni kun-tu minaz ḡali-meen

**There is no god (that deserves worship) except You.
Glory be to You! I have truly done wrong.**

Yunus عليه السلام kept begging Allah ﷻ for help. Khalid asked, "Did Allah help him?" His mom replied, "Yes! Allah forgave him and ordered the whale to spit him out safely on the shore. The Quran tells us that if Yunus عليه السلام had not made this *du'a*, the belly of the whale would have become his grave!" (37:143)

The Prophet ﷺ said,

In the *ḥadith* we learn:



دَعْوَةُ ذِي النُّونِ إِذْ دَعَا وَهُوَ فِي بَطْنِ الْحُوتِ:
(لَا إِلَهَ إِلَّا أَنْتَ سُبْحَانَكَ إِنِّي كُنْتُ مِنَ الظَّالِمِينَ)،

فَإِنَّهُ لَمْ يَدْعُ بِهَا رَجُلٌ مُسْلِمٌ فِي شَيْءٍ قَطُّ
إِلَّا اسْتَجَابَ اللَّهُ لَهُ

da'-wa-tu zin-noo-ni iz da'a wa hu-wa fi baṭ-nil ḥoot: (la ila-ha illa anta, sub-ḥana-ka inni kun-tu minaz ḥali-meen), fa in-na-hu lam yad-'u bi-ha ra-ju-lun mus-li-mun fi shay-in qaṭ-ṭu il-las ta-ja-bal lahu lah

“This is the *du'a* that Yunus made in the belly of the whale: “There is no god (that deserves worship) except You. **Glory** be to You! I have truly done wrong.” If any Muslim prays for something using this *du'a*, Allah will certainly answer their prayers.”

{Aḥmad}

Keep in mind that we should always remember Allah ﷻ, not just in difficult times. The Prophet ﷺ said,

In the *ḥadith* we learn:



تَعَرَّفَ إِلَى اللَّهِ فِي الرَّخَاءِ يَعْرِفَكَ فِي الشَّدَّةِ

ta-'ar-raf ila Allahi fir ra-kha-'i ya'-rif-ka fish shid-dah

“Get to know Allah in good times, and He will take care of you in bad times.”

{At-Tirmizī}

HAPPY ENDING

Finally, Yunus ﷺ returned to his people and was surprised to find them still alive! He came to know that just before Allah's punishment arrived, his people realized their horrible mistake and started crying and begging Allah ﷻ for mercy. So, Allah ﷻ blessed them with **forgiveness** and gave them a second chance. When Yunus ﷺ invited them to Islam, they immediately joined his faith.

Khalid's mom said, "This story teaches us that even when we feel scared or trapped, we should always pray to Allah ﷻ and trust Him to help us." Khalid smiled and said, "I promise you, next time I get stuck in that elevator, I'll ask Allah ﷻ for help just like Prophet Yunus ﷺ did!"





ACTIVATE

Popcorn Reading

Students take turns to read the story then choose the next reader.



Group Discussion:

- 1 What mistake did Prophet Yunus ﷺ make?
- 2 What did he ﷺ do when he was inside the whale?
- 3 How did Allah ﷻ save him?
- 4 Why is it important to trust Allah ﷻ and ask for His help?



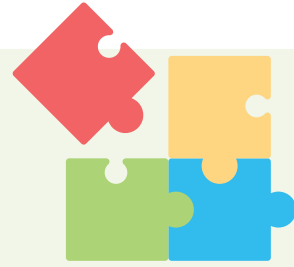
Role-Playing

“Stuck, But Not Alone!”: Have students pretend to be “trapped” in different situations (e.g., stuck in traffic, lost in a mall, locked in a room). They must think about what *du’a* they would say and how they can trust Allah. Lesson learned: No matter where we are, Allah ﷻ hears us!



Activities:

- 1 Students draw the whale swimming in the deep sea, and write the *du'a* of Yunus ﷺ next to it.
- 2 Ask students: "How do you think Yunus ﷺ felt? How would you feel in his place?"



Project

"MY TRUST IN ALLAH'S PLAN"

- 1 Each student writes or draws a situation where they might feel scared.
- 2 They write what *du'a* they would say and how they would trust Allah ﷻ.
- 3 Let students share their work with the class.



PERSONAL AFFIRMATION

I ALWAYS TRUST ALLAH ﷻ IN GOOD AND BAD TIMES, AND I ASK HIM TO FORGIVE ME WHEN I DO WRONG.



HISTORY TIME

EXIT
TICKET

What should we do when we feel scared or stuck?

3

THE CLEAR DEEN™

Workbook



Author & Storyteller
Dr. Mustafa Khattab

THE PROPHET'S HEALTHY LIFESTYLE

A. TRUE OR FALSE

1. The Prophet ﷺ ate four meals a day. ☐ ☒
2. He ﷺ taught that good hygiene is important. ☐ ☒
3. He ﷺ had a special uniform that made him look different from others. ☐ ☒
4. He ﷺ never complained about any food. ☐ ☒



B. STUDY QUESTIONS

1. What kinds of food did the Prophet ﷺ eat?

.....

2. What is a miswak and how is it used?

.....

3. Why did the Prophet ﷺ avoid eating too much food at once?

.....

4. How did the Prophet ﷺ take care of his personal hygiene?

.....

C. MULTIPLE CHOICE

1. How much food should fill your stomach?

- a) One-third for food, one-third for drink, one-third for air
- b) Eat as much as possible
- c) Fast every day of the year

2. What did the Prophet ﷺ use to clean his teeth?

- a) A toothbrush
- b) A miswak
- c) Nothing

3. How did the Prophet ﷺ stay strong?

- a) He only ate meat
- b) He slept all day
- c) He ate healthy food and was always active

4. What kind of clothes did the Prophet ﷺ wear?

- a) Expensive golden clothes
- b) Simple and clean clothes
- c) Silk and jewelry



5. The Prophet's example is called:

- a) Sunnah
- b) History
- c) Fiqh

D. REFLECTION QUESTIONS

1. Why do you think the Prophet ﷺ taught us to eat only what we need instead of filling our plates?

.....

2. How does taking care of your body show that you're thankful to Allah ﷻ?

.....

3. Ziko made many unhealthy choices. What could he have done differently to follow the Prophet's example?

.....

4. What does the Prophet's example teach us about health and beauty?

.....

E. FILL IN THE BLANKS

(Use: miswak, moderation, gratitude, healthy)

1. The Prophet ﷺ taught us to eat with _____ so we don't get too full.
2. He ﷺ used a _____ to clean his teeth before every prayer.
3. Taking care of our bodies shows our _____ to Allah.
4. The Prophet ﷺ ate simple and _____ food like dates and milk.

F. WHAT WOULD YOU DO?

1. You see your friend at ifṭar taking a huge pile of food and wasting it. What would you do?
.....
2. Your little brother doesn't want to brush his teeth before bed. What would you say to encourage him?
.....

G. WORD MATCH:

Term	Definition
Hygiene	A natural toothbrush used by the Prophet ﷺ
Du'a	Taking care of cleanliness and grooming
Miswak	Not doing too much or too little
Moderately	A special prayer to Allah, asking Him for something

H. PLAY THE "HEALTHY & UNHEALTHY FOOD" GAME: <https://tinyurl.com/25d43pby>

HEALTHY AND UNHEALTHY FOOD

Group the food into 'Healthy' or 'Unhealthy' food.

Healthy Food		Unhealthy Food	



LESSON
16

WHY DOES ALLAH ﷻ CREATE PEOPLE WITH DISABILITIES?

FAITH TIME

A. TRUE OR FALSE

1. 'Abdullah ibn Om Maktoum ﷺ was blind. ☒ ☐
2. People with disabilities will stay that way forever, even in Jannah. ☒ ☐
3. We should laugh at people who look different. ☒ ☐
4. Allah creates everything without any reason. ☒ ☐



B. STUDY QUESTIONS

1. What was special about how 'Amr ibn Al-Jamooḥ ﷺ handled his disability?

.....

2. How did Ms. Sarah explain Allah's wisdom in creating people with disabilities?

.....

3. What will happen to people with disabilities on Judgment Day?

.....

C. MULTIPLE CHOICE

1. What does Islam teach us about people with disabilities?

- a) They are blessed in other ways
- b) They are created with wisdom and purpose
- c) All of the above

2. What did the Prophet ﷺ say about 'Amr ibn Al-Jamooḥ ﷺ after he died?

- a) He will walk perfectly in Paradise
- b) He was wrong to join the battle
- c) He is now famous

3. What is one gift many blind people have?

- a) Strong memories
- b) Excellent drawing skills
- c) Loud voices

4. What happens to people with disabilities on Judgment Day?

- a) They stay on earth



- b) They stay the same
 - c) They are made perfect
5. How should we treat people with disabilities?
- a) Help and respect them
 - b) Ignore them
 - c) Mock them



D. REFLECTION QUESTIONS

1. Why do some people have disabilities, even though Allah ﷻ is the Master Creator?
.....
2. What lesson did you learn from 'Amr ibn Al-Jamooḥ ﷺ?
.....
3. How can we show kindness to someone with a disability?
.....

FAITH TIME

E. FILL IN THE BLANKS

(Use: memories, wise, perfect)

1. Allah is not only powerful, but also _____.
2. Some blind people have strong _____, so they can memorize the Quran.
3. On Judgment Day, people with disabilities will be made _____.



F. WHAT WOULD YOU DO?

1. If someone in your class made fun of a child with a disability, what would you do?

.....

2. If you met a blind person who memorized the Quran, how would you treat them?

.....

G. COLOR IN



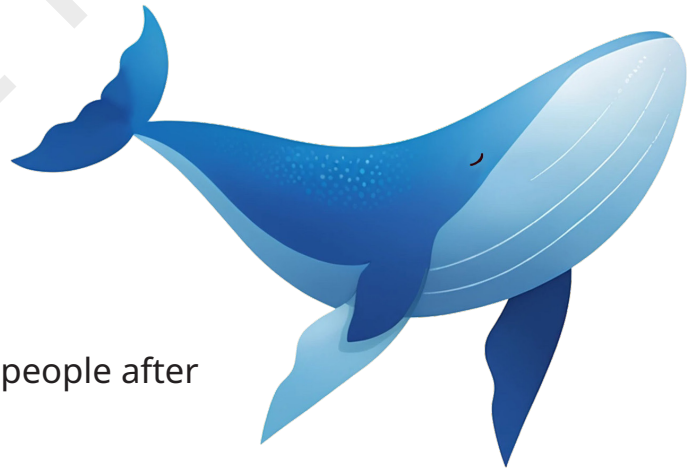
LESSON
23

PROPHET YUNUS

عليه السلام

A. TRUE OR FALSE

1. Prophet Yunus ﷺ asked Allah ﷻ for help while inside the whale. ☐ ☒
2. The whale swallowed and digested Prophet Yunus ﷺ. ☐ ☒
3. Prophet Yunus ﷺ never returned to his people after being saved. ☐ ☒
4. The people of Prophet Yunus ﷺ repented and accepted Islam. ☐ ☒
5. This story teaches us that we should trust in Allah ﷻ and make du'a. ☐ ☒



B. STUDY QUESTIONS

1. Why did Prophet Yunus ﷺ end up in the belly of a whale?

.....

2. What did Prophet Yunus ﷺ do when he was trapped inside the whale?

3. What lesson can we learn from the people of Prophet Yunus ﷺ after they repented?

C. MULTIPLE CHOICE

1. Why did Prophet Yunus ﷺ leave his people?

- a) Because they refused to listen to him
- b) Because he was tired
- c) Because they chased him away

2. What happened to Prophet Yunus ﷺ after he boarded the ship?

- a) He arrived safely at his destination
- b) He was thrown into the sea during a storm
- c) He decided to turn back

3. How did Allah ﷻ save Prophet Yunus ﷺ?

- a) He swam to an island
- b) A boat rescued him
- c) A whale swallowed him and protected him

4. What special du'a did Prophet Yunus ﷺ say inside the whale?

- a) "Ya Allah, please help me get out."
- b) "There is no god except You. Glory be to You! I have truly done wrong."
- c) "I want to go home now."



5. What lesson can we learn from this story?

- a) Allah ﷻ helps those who trust in Him
- b) Running away is the best solution
- c) We don't need to make du'a



D. REFLECTION QUESTIONS

1. Why do you think Allah ﷻ saved Prophet Yunus ﷺ even though he made a mistake?

.....

2. What if Prophet Yunus ﷺ had not made du'a inside the whale? What might have happened?

.....

3. How does this story teach us about patience and asking for forgiveness?

.....

E. FILL IN THE BLANKS

(Use: storm, Yunus, whale, zalimeen, ship)

- 1. Allah ﷻ sent Prophet _____ ﷺ to guide his people who worshipped idols.
- 2. When Prophet Yunus ﷺ left his town, he got on a _____.
- 3. A big _____ came while Prophet Yunus ﷺ was on the ship.
- 4. Allah ﷻ sent a giant _____ to swallow Prophet Yunus ﷺ.
- 5. Prophet Yunus ﷺ made a special *du'a* inside the whale and said: *La ilaha illa anta, sub-ḥana-ka inni kun-tu minaz* _____.

F. WHAT WOULD YOU DO?

You're stuck in a scary situation, like getting lost at the store or being alone in a dark room.
What would you do to stay calm and hopeful?

.....

G. HELP THIS WHALE FIND ITS WAY OUT OF THE MAZE:



H. SEARCH WORD PUZZLE:

Word List:

- Prayer
- Storm
- Whale
- Sailors
- Yunus
- Dark
- Trapped

P	Y	W	H	A	L	E	S	D	R
T	R	A	P	P	E	D	O	A	A
Y	U	N	U	S	M	I	Y	R	K
I	A	Q	K	L	A	B	T	P	E
L	E	T	S	O	R	A	I	R	R
O	R	A	M	D	A	R	K	L	S
R	O	P	E	R	S	M	O	T	T
S	A	I	L	O	R	S	L	M	O
K	N	T	U	M	E	A	A	N	R
Q	S	T	O	R	M	W	H	J	P

THE CLEAR DEEN™

Pacing Chart & Answer Key



Author & Storyteller
Dr. Mustafa Khattab

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LESSON 10. THE PROPHET'S HEALTHY LIFESTYLE

A. True or False:

1. False
2. True
3. False
4. True

B. Study Questions:

1. He ate natural foods like dates, grains, fruits, milk, and sometimes meat.
2. A *miswak* is a natural tooth-cleaning stick from a tree. The Prophet ﷺ used it to clean his teeth before every prayer.
3. Because eating too much is unhealthy, makes us feel heavy, and can lead to problems in this life and the next
4. He brushed his teeth with *miswak*, clipped his nails, wore clean clothes, and avoided smelly foods.

C. Multiple Choice:

1. a
2. b
3. c
4. b
5. a

D. Reflection Questions:

1. So we don't waste food, stay healthy, and feel light—not too full or sick.
2. By caring for your health, you show Allah that you're grateful for your body and His blessings.

3. He could have taken less food, chosen fruits, brushed his teeth, and listened to his brother's advice.
4. That staying clean, healthy, and living simply are part of Islam and are loved by Allah

E. Fill in the Blanks:

1. moderation
2. miswak
3. gratitude
4. healthy

F. What Would You Do?

1. I'd gently remind my friend not to waste food and to think of others who haven't eaten yet.
2. I'd tell him the Prophet ﷺ brushed his teeth often and that clean teeth keep our mouths healthy and fresh.

G. Word Match:

TERM	DEFINITION
<i>Miswak</i>	A natural toothbrush used by the Prophet ﷺ
Hygiene	Taking care of cleanliness and grooming
Moderately	Not doing too much or too little
<i>Du'a</i>	A special prayer to Allah, asking Him for something

LESSON 16. WHY DOES ALLAH ﷻ CREATE PEOPLE WITH DISABILITIES?

A. True or False:

1. True
2. False
3. False
4. False

B. Study Questions:

1. He didn't let his leg problem stop him from wanting to defend Islam.
2. She said Allah creates everything for a reason and blesses people in different ways.
3. Allah will make them perfect and reward them for their patience.

C. Multiple Choice:

1. c
2. a
3. b
4. c
5. a

D. Reflection Questions:

1. Allah has a wise plan and blesses them in other ways.
2. He didn't give up and wanted to defend Islam, even with his leg problem.
3. By being kind, helpful, and never making fun of them

E. Fill in the Blanks:

1. wise
2. memories
3. perfect

F. What Would You Do?

1. I'd tell them kindly to stop, and remind them that Allah made everyone special.
2. I'd treat them with respect and say "Sub-ḥana-Allah!" for their amazing ability.

LESSON 23. PROPHET YUNUS

A. True or False:

1. T
2. F
3. F
4. T
5. T

B. Study Questions:

1. Because he left his people without Allah's permission and was thrown off a ship during a storm
2. He made a special *du'a*, admitted his mistake, and asked Allah ﷻ for forgiveness.
3. That it's never too late to turn to Allah ﷻ—He forgives those who sincerely repent

C. Multiple Choice:

1. a
2. b
3. c
4. b
5. a

D. Reflection Questions:

1. Because he admitted his mistake and sincerely asked for forgiveness
2. The belly of the whale would have become his grave.
3. It shows that Allah ﷻ forgives those who are patient and turn back to Him.

E. Fill in the Blanks:

1. Yunus
2. ship
3. storm
4. whale
5. zalimeen

F. What would you do?

1. I would remember that Allah is always with me. I would say the *du'a* of Prophet Yunus ﷺ and trust that He will help me.

THE CLEAR DEEN™
Grade 4
Three Sample Lessons

4

THE CLEAR DEEN™

Story-Based Islamic Studies Textbooks



Author & Storyteller
Dr. Mustafa Khattab

SPOOKY SPOOKS!



LESSON OBJECTIVES

By the end of this lesson, students will be able to:

- 1 Identify the effects of consuming scary or violent media
- 2 Understand how the media can influence people's behavior and thoughts
- 3 Make smart choices about what to watch or play



WORD BANK



WORD	DEFINITION
Creepy	Scary
<i>Du'a</i>	A prayer we say to ask Allah ﷻ for something
False gods	Things people wrongly worship instead of Allah ﷻ
Flickered	Kept turning on and off quickly
Media	TV, radio, internet, and other ways people share news and stories
Violence	The act of fighting and hurting people
Violent	Hitting or hurting others



ENGAGE

STORY: BOO!

Ziko had a bad habit—he loved watching scary movies, even though his parents told him not to. One night, when everyone thought he was asleep, Ziko quietly grabbed his tablet and hid under the blanket like a secret agent. He pressed play on a spooky cartoon about a haunted house, where witches and monsters fought the whole time!

That night, Ziko had a terrible nightmare! In his dream, he was trapped inside that haunted house. The lights flickered, shadows danced on the walls, and he could hear creepy whispers calling his name. Suddenly, a giant green monster popped out of the closet and shouted, “BOO!” Ziko woke up frightened and started screaming, which woke his parents! Even his cat got scared and ran off. His parents rushed in and hugged him until he stopped shaking.

The next morning, Ziko told them everything. His dad gently said, “Scary movies are made to frighten people, my son. They fill your heart with fear and may give you nightmares. Instead, read a good book, listen to a peaceful story, or watch something that teaches you about Allah ﷻ. And don’t forget to say your *du’a* before sleeping.” Ziko nodded and said, “No more scary movies for me!”





STUDY

GAME OVER!

Ms. Sarah told the class, “Guys! We must be careful about what we watch and play. Movies, TV shows, and games can teach important lessons, but not everything we see is good for us. Some popular games actually give points for shooting others or blowing things up! Can you believe that?”

The students gasped. “What? Even children’s games?” one boy asked. Ms. Sarah nodded. “Yes! They might look fun or silly, but they still teach that hurting others helps you win—and that’s not what we want in real life. The problem is, when you keep playing these kinds of games, you start thinking it’s normal. After a while, it doesn’t even bother you anymore. That’s dangerous because it can change the way you act and think.”

“Now tell me,” Ms. Sarah asked, “how many games reward you for helping a blind person cross the road, giving charity, or being kind to your parents?” The students looked around and said, “Not many!” She smiled.

“Exactly! It’s true that some forms of **media** teach good lessons, but many fill our minds with anger and noise.”



VIOLENT CARTOONS

Maryam raised her hand proudly and said, “I don’t play games, *Al-hamdu-lillah!* I just watch kids’ cartoons.” Ms. Sarah smiled and asked, “That’s great, Maryam! But do you all think cartoons are always harmless?” Omar shrugged. “Aren’t they just for fun?” Ms. Sarah raised her eyebrows. “Think again! Many cartoons make fighting, mocking, or disrespecting others look fun or normal, even though these things are wrong.”

She began counting on her fingers. “Let’s see. Superheroes? Oh my! Some smash through buildings, destroy cars, and drive super-fast without ever getting a ticket. Come on! Where are the police?” Everyone giggled. Ms. Sarah added, “And in *Spider-Man* and *Batman*, the heroes fight and punch everyone, but we never see them forgive, say sorry, or solve a problem peacefully.”



Ms. Sarah continued, “*Tom and Jerry* are always hitting each other with pans and hammers! Then there’s *Looney Tunes*—Wile E. Coyote keeps using bombs and rockets just to catch one tiny bird, the Road Runner! Really?” The class laughed.

Ms. Sarah warned, “Guys! There is so much violence in the media, including kids’ shows. Did you know that by the time an American child turns 18, they may have seen over 200,000 acts of **violence** on screens?”¹ Omar’s eyes widened.

“That’s a lot! Does it really affect us?” he asked. Ms. Sarah nodded. “Yes, it does! Studies show that kids who watch lots of violent shows are twice as likely to fight or hurt others.”² She added, “I even saw it with my brothers. They always started kicking each other right after watching movies with a lot of fight scenes!”

1 American Psychiatric Association, 1998.

2 Huesmann: *Developmental Psychology*, University of Michigan, 2003.



THE CUTE THIEVES & FAKE GODS

Salma asked, "What about *Aladdin*? I love that movie!" Ms. Sarah nodded. "It looks fun, but in *Aladdin*, a princess falls in love with a cute thief. And in *Rapunzel*, a girl runs away from home with another cute thief, Flynn Rider. When we watch movies for fun, we should be able to tell right from wrong and choose what matches our beliefs and values."

Ms. Sarah added that some popular cartoons, like *SpongeBob* and *Gumball*, are full of silly behavior, disrespectful comments, and irresponsible actions. Children who watch them too often may start copying these behaviors and forget the importance of good manners and respect.

Zainab raised her hand. "I watched *Turning Red* with my cousin." Ms. Sarah said, "Ah yes, *Turning Red*! In that movie, Mei argues and even fights with her mom. She and her friends lie to their parents to get what they want, and the movie makes it look okay. But in Islam, disrespecting parents is never right."

Maryam added, "Some shows even have strange stories about magic and **false gods**." Ms. Sarah nodded. "Exactly! Some movies talk about Greek gods, storks bringing babies, or fairies changing the seasons. But we know that only Allah ﷻ creates and controls everything."

Then Zainab said quietly, "My sister watched a Hollywood movie where Arabs and Muslims were shown as bad people. That made me sad." Ms. Sarah replied, "Yes, and that's wrong too. We should never assume that people are bad just because of where they're from or what they believe."



BE CAREFUL!

Ms. Sarah advised, “That’s why we must be careful about what we watch, listen to, and think about. Only watch things that will make you a better Muslim. Allah ﷻ will ask us about these things on Judgment Day.

In the Quran we learn:

إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ أُولَئِكَ كَانَ عَنْهُ مَسْئُولًا ﴿٣٦﴾

In-nas sam-'a wal ba-ṣara wal fu-'ada kul-lu ola-ika ka-na 'an-hu mas-'oola

Indeed, everyone will be questioned about their hearing, sight, and mind.

Surah Al-Isra', 17:36

Finally, Ms. Sarah said, “Boys and girls! Always check with your parents before you watch or play something. Choose shows and streaming services that teach you to be honest, kind, and brave—like Noor Kids, AliHuda, Muslim Kids TV, Alchemiya, and One4Kids.”

Ms. Sarah ended the lesson by saying, “Good shows and games teach us about kindness, faith, and good manners in a fun way! Watch things that make you love Allah ﷻ and help you become a better Muslim. That’s how you’ll grow strong in both faith and character. What we watch today shapes who we become tomorrow.”





ACTIVATE

Popcorn Reading

Each student reads one sentence of the story, then picks a classmate to continue.



Group Discussion (Think-Pair-Share)

- 1 In the story *Boo!*, why did Ziko get scared?
- 2 How can some cartoons or games teach bad habits?
- 3 Can you name some violent games?
- 4 What's the problem with *Turning Red* and *Aladdin*?
- 5 Can you give an example of a good show or game that you personally enjoyed?



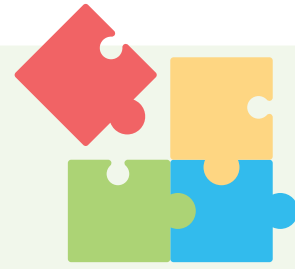
Role-Playing

- 1 One student plays Ziko, another plays his dad, and both talk about the scary movie.
- 2 Another group can act as Ms. Sarah and her students discussing violent games and cartoons.



Activity

Watch a short clip from Noor Kids or Zaky and share what you have learned.



Project

Make two lists on paper: “Good Shows” and “Bad Shows,” and write or draw examples under each.



PERSONAL AFFIRMATION

I CAREFULLY CHOOSE WHAT I WATCH AND
PLAY BECAUSE I'M A GOOD MUSLIM.



What do you think makes a show or game “good” for Muslims? Give some examples.

HALAL & HARAM FOODS



LESSON OBJECTIVES

By the end of this lesson, students will be able to:

- 1 Identify *halal* and *haram* foods
- 2 Explain the importance of checking labels and asking questions before eating
- 3 Understand how eating *halal* food pleases Allah ﷻ and affects our heart and body



WORD BANK

WORD	DEFINITION
Alcohol	A drink that makes people drunk, which is forbidden in Islam
Consume	To eat or drink something
Gelatin	A jelly-like ingredient made from animal parts
Halal	Things that are allowed in Islam
Halal-certified	Checked and approved to make sure the food follows Islamic rules
Haram	Things that are not allowed in Islam
Iftar	The meal Muslims eat to break their fast at sunset
Ingredients	The different foods or items used to make a meal or product
Kosher	Food prepared according to Jewish religious rules
Monoglycerides	Fat-based ingredients that help oil and water mix together in foods, making them last longer
People of the Book	Jews and Christians
Slaughtered	(When an animal) is killed in a special way to make it <i>halal</i>
Vegetarian food	Food that doesn't have any meat in it



ENGAGE

STORY: HASAN'S PIZZA

It was Hasan's first full day of fasting in Ramaḍan. To reward him, his mom said, "Hasan! You are my hero. I'll let you choose what to eat for *iftar* today." Hasan waved his hands and said, "I'll eat anything. Just order the first pepperoni pizza you find online please!" His mom smiled and advised, "Slow down, Hasan! We need to make sure the meat is *ḥalal* first." Hasan looked confused and asked, "Wait... what do you mean? Isn't all meat just... meat?" His mom patted his head and said, "Some food is *ḥalal*, and some is not. Let me explain!"



WORSHIP TIME



STUDY

WHAT IS ḤALAL FOOD?

Hasan's mom sat down and said, "*Ḥalal* means 'allowed' or 'permissible' in Islam. It's the kind of food that Allah ﷻ has made lawful for us to eat." She continued, "For example, **fruits, vegetables, eggs, grains, and seafood are always *ḥalal*.** Meat is *ḥalal* only if it is from an animal that we are allowed to eat (such as a cow, sheep, chicken, or goat), and if the animal has been slaughtered in the right way while mentioning Allah's name." Hasan thought for a moment and said, "Oh! That means we have to check if the restaurant uses *ḥalal* meat." His mom nodded, "Exactly! We can't just order food without checking."

WHAT IS NON-ḤALAL FOOD?

Hasan scratched his head and asked, “But what makes food *ḥaram*?” His mom explained, “*Ḥaram* food is what Allah ﷻ has told us not to eat. For example, **pork and anything made from pigs is always *ḥaram*. Also, the meat of animals found dead or any meat that is not slaughtered in the *ḥalal* way is *ḥaram*. And drinks like alcohol are not allowed in Islam.**” Hasan made a funny face and said, “I wouldn’t want to *consume* those things anyway!”

TRICKY INGREDIENTS

His mom smiled and said, “That’s good. But we must always check the labels, especially since we live in a non-Muslim country, because food ingredients can be tricky!” She explained that:

- ▶ Some foods have hidden *ḥaram* ingredients, like gelatin and *monoglycerides* from pigs or animals not slaughtered in a *ḥalal* way.
- ▶ Some companies add E120, a red coloring made from crushed insects.
- ▶ Some ingredients that may look harmless can cause serious issues over time. For example, soda and energy drinks often have too much sugar and can harm your health if you drink them regularly.
- ▶ Some restaurants cook *ḥalal* meat in the same place where they cook pork.



- **Kosher** foods are usually okay, but sometimes alcohol is used to prepare them.

BEING CAREFUL ABOUT WHAT WE EAT

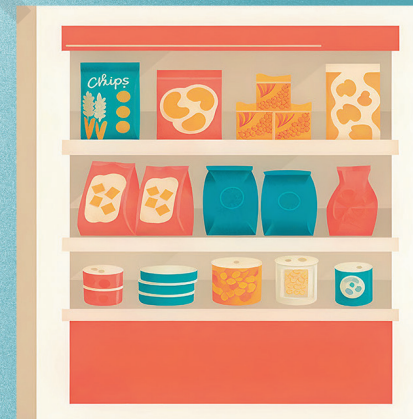
Hasan looked at his mom and said, "So, we have to check if this pizza place serves *halal* meat?" His mom nodded. "Yes! Some restaurants sell pizza with *halal* chicken and beef, but others use non-*halal* meat. You can't just assume everything is *halal*. You have to check first!" Hasan said, "I want to make sure I eat only *halal* food because I want to please Allah ﷻ." His mom hugged him and said, "That's the right attitude! Eating *halal* food brings blessings, keeps us healthy, and pleases Allah ﷻ."



TIPS FOR MUSLIMS LIVING IN NON-MUSLIM COUNTRIES

- Ask restaurants for a *halal* certificate before ordering meat from them.
- Buy meat from a local, Muslim-owned market if possible.
- Look for food that has a *halal* symbol on the package.
- If *halal* meat is not available, seek advice from a trusted local imam or scholar.

- Some Muslims eat meat from animals slaughtered by “People of the Book,” based on the understanding of *Surah Al-Ma'idah* 5:5.
- If you buy kosher food, make sure it doesn't have alcohol.
- When in doubt, choose vegetarian food, seafood, or plant-based options.
- If someone chooses to do something allowed in Islam or approved by trusted Muslim scholars, don't mock or criticize that person.



MAKING THE RIGHT CHOICE



Hasan's mom searched online and found a *halal*-certified pizza place. Hasan jumped up and down with excitement. “Yes! Now we can order!” His mom clicked “Order Now” with a smile. As they waited for the food to arrive, Hasan said, “From now on, I will always check if my food is *halal* before eating!” When the pizza finally arrived, Hasan said *bis-mil-lah* and enjoyed every bite, feeling happy that he had made the right choice.



ACTIVATE

Popcorn Reading

Students take turns to read the story then choose the next reader.



Group Discussion (Think-Pair-Share):

- 1 Why is it important for Muslims to eat only *halal* food?
- 2 Why did Hasan's mom stop him from ordering the first pizza he saw online?
- 3 What are some ingredients that are *haram* for Muslims to consume?



Role-playing

Students pretend they are ordering food at a restaurant and check if the food has any *haram* ingredients.



Activity:

Draw your favorite burger using only *halal* ingredients.



Project:

Students research some items online and categorize them in two charts: *ḥalal* items vs. *ḥaram* items (e.g., gelatin, alcohol-based flavoring, enzymes, etc.).



PERSONAL AFFIRMATION

I ALWAYS CHECK THE INGREDIENTS OR ASK
ABOUT MY FOOD TO MAKE SURE
IT'S HALAL.



How does eating *ḥalal* food show that you love and obey Allah ﷻ?

LESSON
24

PROPHET AYYOUB عليه السلام: A LESSON IN PATIENCE



LESSON OBJECTIVES

By the end of this lesson,
students will be able to:

- 1 Discuss how Prophet Ayyoub عليه السلام was patient during his sickness
- 2 Explain how to trust Allah ﷻ during tests and difficulties
- 3 Identify that true faith means being thankful even in hard times
- 4 Understand how Allah ﷻ rewards those who stay patient and hopeful



WORD BANK



WORD	DEFINITION
Faithful	Always loyal and trusting
Heartbreaking	Very sad and painful
Plenty	A lot of good things



ENGAGE

STORY: BROTHER TOM

One day, Mr. Jamal shared a special story with his students. He told them about a speaker he met at a *masjid* in Canada in 2014. The speaker was a brother named Tom. In his talk, Tom said that he had recently become Muslim and even performed *hajj*. He married a Muslim lady and together they had two wonderful children. But soon, he got some very sad news—he had a serious illness, and doctors said he might live for only one or two more years.



Serious Illness



Despite this **heartbreaking** news, Tom was smiling as he shared his story. Mr. Jamal was curious and asked why he looked so happy. He replied, **“I am very happy because I’ll meet Allah ﷻ in a year or two as a Muslim!”** People were moved by his reply that many

of them started to cry. When asked about his two young children, he calmly replied, “Allah will take care of them more than I ever could.”

Mr. Jamal said, **“Brother Tom’s faith was so strong that it reminded me of Ayyoub ﷺ, a prophet known for his patience during very hard times.”**





STUDY

PROPHET AYYOUB'S TEST

Ayyoub ؑ was a very wealthy man with a big family and good health. People admired him because he was kind and generous. But then Allah ؑ tested Ayyoub ؑ to show if he would stay patient and faithful. Ayyoub's life changed completely. He lost all of his wealth, children, and even health. He became very sick with painful sores all over his body.

It is said that Prophet Ayyoub's situation got so bad that people no longer wanted to be around him. One by one, everyone left him—neighbors, relatives, and even people who once respected him. In the end, only his loving wife and two loyal friends stayed by his side. They cared for him, comforted him, and supported him through his hardest days.

This story teaches us an important lesson about friendship. In good times, when we are healthy, happy, and successful, many people will smile at us and call themselves our friends. But true friendship is tested during hard times. When life becomes difficult, fake friends disappear, but real friends stay by our side. They support us, encourage us, and help us stay strong. As the saying goes, "A friend in need is a friend indeed."



HISTORY TIME

PROPHET AYYOUB'S PATIENCE

Even though Ayyoub ؑ lost so much, he never complained. Instead, he continued to pray and thank Allah ؑ for the blessings he had before. Even

when his condition got worse, Ayyoub ؑ would say, “Allah ﷻ has given me countless blessings for many years. Shouldn’t I be patient for as many years?” His words remind us that no matter how difficult life gets, we should stay thankful and trust in Allah ﷻ.

Finally, Allah ﷻ answered Ayyoub’s prayers. Allah told him to strike the ground with his foot. When he did, a spring of fresh water came out! Ayyoub ؑ drank from the water and bathed in it. Immediately, Allah ﷻ healed him completely, and he became healthy again. Not only that, but Allah ﷻ gave back all his wealth and blessed him with more children.

MORE BLESSINGS

One day after Ayyoub ؑ became very rich, pieces of gold started falling from the sky while he was bathing. He quickly began to collect the gold and put it in his pockets.

In the *ḥadith* we learn:

فَنَادَاهُ رَبُّهُ: يَا أَيُّوبُ، أَلَمْ أَكُنْ أَغْنِيْكَ عَمَّا تَرَى،
قَالَ بَلَى يَا رَبِّ؛ وَلَكِنْ لَا غِنَى لِي عَنْ بَرَكَاتِكَ

fa-na-da-hu rab-bu-hu: ya Ay-yoo-bu, alam akun agh-nay-tu-ka 'am-ma ta-ra, qa-la ba-la ya rab-bi; wa la-kin la ghi-na li 'an ba-ra-ka-tik

Then Allah ﷻ asked him, “O Ayyoub! Did I not give you enough already?” Ayyoub ؑ replied, “Yes, my Lord! But I can never have enough of Your blessings.”

{Al-Bukhari}

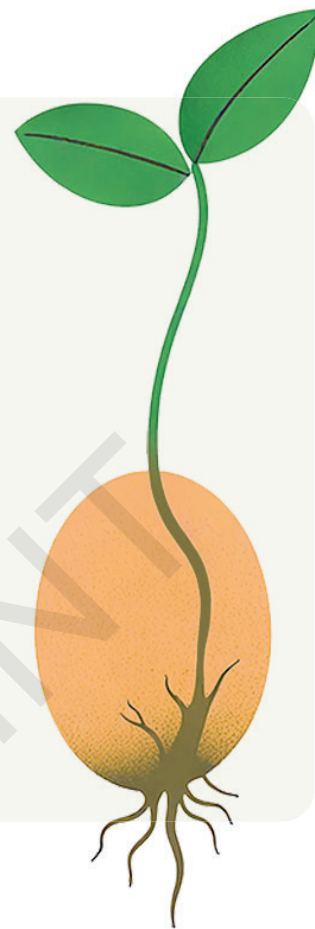
This story teaches us to always be thankful for Allah’s blessings, just like Prophet Ayyoub ؑ did. Even when he had **plenty**, he still appreciated every gift from Allah ﷻ. It also shows that it’s okay to enjoy Allah’s blessings, as



long as we remember that everything we have comes from Him.

WHAT WE LEARN

The story of Ayyoub ؑ teaches us that life will sometimes have challenges, but we must stay patient and trust in Allah ﷻ. It also reminds us to always pray, have faith, and never give up, no matter what happens. Just like Prophet Ayyoub ؑ and brother Tom, we should believe that Allah ﷻ has a plan for us. Every difficulty is a test, and if we face it with patience and faith, Allah ﷻ will reward us in this life and the next.



ACTIVATE

Popcorn Reading

Students take turns to read the story then choose the next reader.



Group Discussion (Think-Pair-Share):

- 1 How did Prophet Ayyoub ؑ show patience during his illness?
- 2 Why do you think Allah ﷻ tested Ayyoub ؑ?
- 3 What do you do when things don't go your way?
- 4 What makes someone truly strong in Islam?



5 What lesson can we learn from Ayyoub's reaction when the gold fell from the sky?

Role-playing

A student gets injured during gym class and misses their favorite game. A friend comforts them by reminding them about Ayyoub's patience. What do they say?



Activity:

Timeline Activity

Students create a visual timeline showing the major events in Ayyoub's life—wealth, sickness, patience, healing, and blessings.



Project

"Gratitude Jar" Project

Students decorate a jar and write three blessings they're thankful for each day for a week.



PERSONAL AFFIRMATION

WHEN SOMETHING BAD HAPPENS,
I REMAIN PATIENT AND GRATEFUL.



EXIT
TICKET

Share one thing you learned from this lesson.

4

THE CLEAR DEEN™

Workbook



Author & Storyteller
Dr. Mustafa Khattab

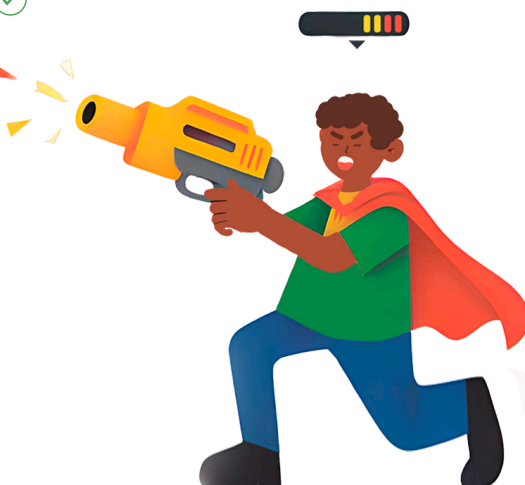
LESSON

4

SPOOKY SPOOKS!

A. TRUE OR FALSE

1. Ziko watched a funny cartoon before going to bed. ☒ ☒
2. Scary movies can make you have nightmares. ☒ ☒
3. Ms. Sarah said all games are good for kids. ☒ ☒
4. Watching violent shows can make children act rough or angry. ☒ ☒
5. Ms. Sarah reminded the class that Allah will ask us about what we watch and listen to. ☒ ☒



B. STUDY QUESTIONS

1. What bad habit did Ziko have before he changed?

.....

2. What advice did Ziko's dad give him?

.....

3. What kinds of games did Ms. Sarah warn her students about?

.....

4. How do violent shows affect children's behavior?

.....

C. MULTIPLE CHOICE

1. Ziko had a nightmare because he watched a:

- a) soccer game
- b) funny cartoon
- c) scary movie

2. Ms. Sarah said that what we watch:

- a) doesn't matter
- b) shapes who we become
- c) makes us sleepy

3. Which of these may have some violence?

- a) Fortnite
- b) Noor Kids
- c) AliHuda

4. Before bed, Ziko's dad told him to:

- a) go to the park
- b) say his du'a
- c) take a shower



D. REFLECTION QUESTIONS

1. What makes a show or game "child-friendly"?

.....

2. What happens if someone keeps watching violent movies or playing violent games?

.....

3. What is one good show or activity that helps you feel peaceful?

.....

E. FILL IN THE BLANKS

(Use: Allah, tickets, violence)

- Ms. Sarah said that _____ can make people angry and mean.
- Only _____ controls and takes care of everything.
- Superheroes usually drive super-fast in movies but never get _____.

F. WHAT WOULD YOU DO?

- If your friends invite you to watch a horror movie, what would you do?
-
- If you find a game that rewards you for shooting people, what would you do?
-



HALAL & HARAM FOODS

A. TRUE OR FALSE

1. Generally, seafood is ḥalal. ✗ ✓
2. You can eat any meat as long as it tastes good. ✗ ✓
3. Pork and anything made from pigs is always ḥaram. ✗ ✓
4. You should check labels and ask questions when ordering food from outside. ✗ ✓
5. Kosher meals are always ḥalal. ✗ ✓



B. STUDY QUESTIONS

1. Explain the difference between *ḥalal* and *ḥaram* food, and give one example of each.

.....

2. Why is it important for Muslims to check food labels or ask questions before eating in a restaurant?

.....

3. Name two tips from the lesson that can help Muslims living in non-Muslim countries eat only *ḥalal* food.

.....

C. MULTIPLE CHOICE

1. What does “ḥalal” mean in Islam?
 - a) Forbidden
 - b) Allowed
 - c) Healthy
2. Why can’t Muslims eat pork?
 - a) It tastes bad
 - b) It’s not healthy
 - c) Allah ﷻ made it ḥaram
3. What should you do before eating meat in a restaurant?
 - a) Check if the meat is ḥalal
 - b) Eat quickly
 - c) Ask for dessert first



D. REFLECTION QUESTIONS

1. What would happen if Muslims didn't check whether their food is ḥalal or ḥaram?
.....
2. What are some hidden ingredients that Muslims must watch out for in non-Muslim countries?
.....
3. How does eating ḥalal food show that you love and obey Allah ﷻ?
.....

E. FILL IN THE BLANKS

(Use: labels, pork, ḥalal, restaurant)

1. Muslims should only eat _____ food.
2. We must always check the _____ on packaged foods.
3. _____ is an example of a ḥaram food.
4. Before eating meat at a _____, ask if the meat is ḥalal.



F. WHAT WOULD YOU DO?

You find cookies in the store, but one ingredient says "gelatin."
What should you do?

.....

LESSON
24

PROPHET AYYOUB عليه السلام: A LESSON IN PATIENCE

A. TRUE OR FALSE

1. Prophet Ayyoub ﷺ lost his children, health, and wealth. ❌ ✅
2. He complained to everyone and lost hope. ❌ ✅
3. Ayyoub's wife gave up on him. ❌ ✅
4. Allah ﷻ healed Ayyoub ﷺ and gave him even more blessings. ❌ ✅



B. STUDY QUESTIONS

1. How did Prophet Ayyoub ﷺ respond to losing his wealth, health, and children?
.....
2. What miracle did Allah ﷻ give Ayyoub ﷺ to heal him?
.....

3. What lesson can we learn from Ayyoub ﷺ collecting the gold that fell from the sky?
-

C. MULTIPLE CHOICE

1. What did Allah ﷻ tell Ayyoub ﷺ to do to become healed?
 - a) Drink honey
 - b) Strike the ground with his foot
 - c) Go to the hospital
2. What happened after Ayyoub ﷺ bathed in the water?
 - a) He felt a bit cold
 - b) His pain increased
 - c) He was completely healed
3. What did Ayyoub ﷺ say when Allah ﷻ asked if he had enough blessings?
 - a) "I won't ask again!"
 - b) "I can never have enough of Your blessings."
 - c) "That's enough, thank You."
4. What does Ayyoub's story teach us?
 - a) To give up quickly
 - b) That money is the most important thing in life
 - c) To stay patient during hard times



D. REFLECTION QUESTIONS

1. Why didn't Ayyoub ﷺ complain to Allah ﷻ even after losing so much?

.....

2. How did Ayyoub's wife show faith and support?

.....

3. What can you do when you feel like giving up?

.....

E. FILL IN THE BLANKS

(Use: thankful, patience, foot, water)

1. Prophet Ayyoub ﷺ showed great _____ during his long illness.

2. Allah ﷻ told Ayyoub ﷺ to strike the ground with his _____ to find healing.

3. Ayyoub ﷺ bathed in the spring of fresh _____ and became healthy again.

4. We should always be _____ to Allah ﷻ for His blessings.



F. WHAT WOULD YOU DO?

1. You get sick and miss your brother's graduation. What Would You Do?

.....

THE CLEAR DEEN™

Pacing Chart & Answer Key



Author & Storyteller
Dr. Mustafa Khattab

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LESSON 4. SPOOKY SPOOKS!

A. True or False

1. F
2. T
3. F
4. F
5. T

B. Study Questions

1. He used to watch scary movies.
2. To read or watch peaceful stories and say his du'a
3. Games that reward fighting, shooting, or hurting others
4. They are likely to make children violent or mean.

C. Multiple Choice

1. c
2. b
3. a
4. b

D. Reflection Questions

1. It teaches good manners and avoids violence.
2. It becomes normal and they may become violent.
3. Watching Zaky or reading Quran stories

E. Fill in the Blanks

1. violence
2. Allah
3. tickets

F. What Would You Do?

1. I'd politely say no and do something else.
2. I'd choose a better game.

LESSON 9. ḤALAL & ḤARAM FOODS

A. True or False:

1. True
2. False
3. True
4. True
5. False

B. Study Questions:

1. Ḥalal food is allowed in Islam, like fruits or meat slaughtered in the ḥalal way. Ḥaram food is not allowed, like pork or alcohol.
2. Because some foods can have hidden ḥaram ingredients or be prepared in a non-ḥalal way, even if they look fine
3. Look for a ḥalal certificate or symbol, buy from a Muslim-owned market, ask trusted imams, or choose vegetarian/seafood when unsure.

C. Multiple Choice:

1. b
2. c
3. a

D. Reflection Questions:

1. They might eat something that is not allowed in Islam.
2. Ingredients like gelatin, enzymes, and alcohol-based flavoring.
3. It shows obedience and brings blessings and health.

E. Fill in the Blanks:

1. ḥalal
2. labels
3. pork
4. restaurant

F. What Would You Do?

1. I'd check if the gelatin is from a *ḥalal* source. If I'm not sure, I won't buy it.

LESSON 24. **PROPHET AYYOUB ؑ**: A LESSON IN PATIENCE

A. True or False:

1. True
2. False
3. False
4. True

B. Study Questions:

1. He stayed patient, continued to pray, and thanked Allah ؑ.
2. Allah ؑ told him to strike the ground with his foot, and a spring of fresh water came out.
3. We always need Allah's blessings and cannot have enough of them.

C. Multiple Choice:

1. b
2. c
3. b
4. c

D. Reflection Questions:

1. He trusted Allah ؑ and remembered all the good he had before.
2. She stayed by his side and helped him every day.
3. Make du'a and remember that Allah ؑ is always there.

E. Fill in the Blanks:

1. patience
2. foot
3. water
4. thankful

F. What Would You Do:

1. I'd pray to Allah ؑ to bless me with recovery and wish my brother a happy graduation.

THE CLEAR DEEN™
Grade 5
Three Sample Lessons

5

THE CLEAR DEEN™

Story-Based Islamic Studies Textbooks



Author & Storyteller
Dr. Mustafa Khattab

HOW TO GIVE A *JUM'AH* *KHUṬBAH*



LESSON OBJECTIVES

By the end of this lesson, students will be able to:

- 1 Practice speaking clearly and confidently in front of others
- 2 Identify the steps needed to prepare and deliver simple but effective talks
- 3 Explain the power of storytelling



WORD BANK



WORD	DEFINITION
Affirming	Confirming that something is true or right
Du'a	A prayer to ask Allah ﷻ for something
Khaṭeeb	The person who gives the Friday speech
Khuṭbah	The speech given before the Friday prayer
Legacy	What a person leaves behind after they die, like good work, knowledge, or an example for others



ENGAGE

STORY: FRIDAY SPEECH GONE WRONG!

Ms. Sarah shared the following true story: One rainy day, the *Khateeb* from another village didn't show up, and the people didn't know what to do. After waiting for a while, they decided to pick a random man who always sat in the front and had a long beard, thinking he looked like an imam. The man panicked and told them he wasn't trained to give a *khutbah* and didn't know what to say. But the people insisted, saying it would be very easy. The man had no choice but to stand in front of the crowd. As soon as he started speaking, he completely forgot the standard introduction. With everyone staring at him, all he could say was, "All praise is for Allah ﷻ who created the heavens and the earth **in six months!**" Then he got so nervous and passed out on the spot.

Another man who came a bit late quickly stepped in, recited an *ayah*, explained a short *hadith*, and led the *salah*. After the prayer, the poor man who had fainted finally woke up.



The people asked him what happened. He replied, "When I stood up there to speak, my mind went blank. The only thing I remembered was: 'All praise is for Allah ﷻ who created the heavens and earth in...,' I was about to say **six years**, but it sounded too long. So, I reduced it to **six months**, but even then it still felt too long. My heart started racing, and before I knew it, I passed out!" "

The students smiled, and Hasan said that he would panic if he were in that man's place. Ms. Sarah said, "This is why today, *in-sha-Allah*, I will train you guys on how to give a public speech or a Friday *khuṭbah*!" The students were excited but also a little nervous. "Don't worry," Ms. Sarah said with a smile. "A good *khuṭbah* is not about fancy words. It's about teaching something useful and reminding people to be better Muslims."



STUDY

SPEAKING LIKE A PRO

Ms. Sarah then talked about choosing a relevant topic and putting a good speech together. She gave the students some important tips:

- ▶ Make sure the topic is useful and important. If you are talking about Ramaḍan, focus on fasting, prayer, and good deeds, not on spicy food or global warming.
- ▶ Professional speakers are on point and stay focused. Unprepared speakers often jump from topic to topic and usually talk for too long.



- Start off by praising Allah ﷻ, sending His blessings upon Prophet Muḥammad ﷺ, and **affirming** your faith in Allah ﷻ and His Messenger ﷺ. You may say,

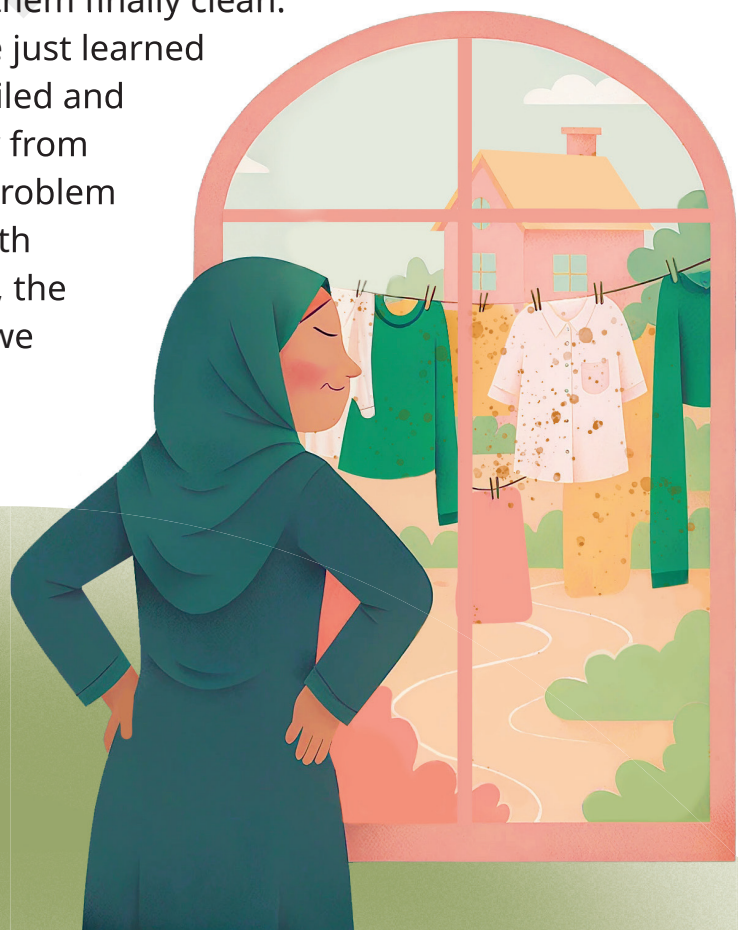
ENGLISH	ARABIC	عربي
All praise is for Allah ﷻ, the Lord of the whole universe.	<i>Al-ḥamdu lillahi rab-bil-'alameen</i>	الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ
I declare that there is no god (that deserves worship) except Allah,	<i>wa ash-hadu alla ilaha illa Allah</i>	وَأَشْهَدُ أَنْ لَا إِلَهَ إِلَّا اللَّهُ
He is One with no partner.	<i>wah-dahu la shareeka lah</i>	وَحْدَهُ لَا شَرِيكَ لَهُ
And I declare that Muḥammad is His servant and messenger.	<i>wa ash-hadu anna Muḥammadan 'ab-duhu wa rasoo-luh</i>	وَأَشْهَدُ أَنَّ مُحَمَّدًا عَبْدُهُ وَرَسُولُهُ

- If you have only a few minutes to speak, get straight to the point. No need for a long introduction.
- If you talk about a problem, always suggest solutions. A speech should inspire people, not leave them feeling guilty or hopeless.
- Speak clearly in a way that everyone will understand and relate to. For example, don't say, "**Esteemed congregants! It is imperative to meticulously prioritize academic endeavors for long-term prosperity.**" Instead, say, "**Dear students! Pay attention in class and work hard for a better future.**"
- It's okay to make mistakes; no one is perfect. But let's learn from our mistakes.

- ▶ Keep in mind that the audience is on your side and they want to see you succeed.
- ▶ Start with a short story or something interesting to grab the audience's attention. You can always build a good *khuṭbah* around a powerful story. For example, if I want to talk about "thinking well of others," I can use this story:

STORY: DIRTY CLOTHES!

A man and his family moved to a new house. One morning, his wife looked through the window and saw their neighbors' clothes drying outside. She frowned and said, "Those clothes look dirty! They don't know how to wash." For two months, she kept complaining about the dirty clothes. Then, one morning, she was surprised to see them finally clean. She commented, "Finally! They have just learned to wash properly!" Her husband smiled and said, "No, I just cleaned our window from the outside!" She realized that the problem wasn't with the neighbors; it was with their own dirty window! Sometimes, the problem isn't with others, but how we see things!



ORGANIZING THE *KHUṬBAH*

To make the speech clear and easy to remember, Ms. Sarah suggested:

- ▶ Summarize the main points into short words to make it easy for you to remember. For example, if the *khuṭbah* is about Imam Al-Bukhari, sum up his life in four words: childhood, education, books, and *legacy*.
- ▶ Memorize these points, instead of reading from a piece of paper. This will help you keep eye contact with the people when you speak. You can train in front of a mirror or with your siblings or friends before the speech.
- ▶ Mention an *ayah* or *ḥadith* to support the topic, if possible.
- ▶ End the *khuṭbah* with *du'a* for all Muslims, asking Allah ﷻ for guidance, mercy, and forgiveness.





ACTIVATE

Popcorn Reading

Students take turns to read the story then choose the next reader.



Group Discussion

(Think–Pair–Share):

- 1 What would you do if you were asked to give a *khuṭbah* with no time to prepare?
- 2 Why is it better to speak about a few strong points than many random ones?
- 3 What lesson does the “Dirty Clothes” story teach us about judging others?



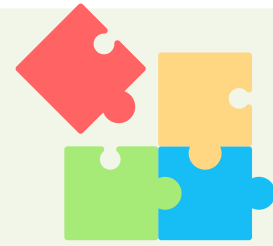
Role-Playing

One student acts as the *Khaṭeeb* and gives a 2-minute *khuṭbah* while others pretend to be the audience. They practice showing respect, sitting quietly, and giving feedback kindly.



Activities

1 Speech Starter Drill: Each student practices beginning a *khuṭbah* by saying, "All praise is for Allah ﷻ, and peace be upon the Prophet ﷺ..."



2 Short Story Challenge: Pick a short moral story and practice turning it into a short 2-minute speech with an Islamic lesson.

Project

Mini-Khuṭbah Cards: Students create index cards summarizing a short *khuṭbah* with three parts: an *ayah/hadith*, a story or point, and a short *du'a*. Use topics like kindness, honesty, or gratitude.



PERSONAL AFFIRMATION

I'M NOT AFRAID TO TALK IN FRONT OF
OTHERS BECAUSE I PREPARE WELL, SPEAK
CLEARLY, AND STAY FOCUSED.



EXIT
TICKET

If you were asked to give a *khutbah*, which topic would you choose?

ŞAHABAH: THE BEST GENERATION OF MUSLIMS



LESSON OBJECTIVES

By the end of this lesson, students will be able to:

1

Develop a sense of love and respect for the Prophet's companions

2

Identify who qualifies as a *şahabi* and why the *şahabah* were very special

3

Describe the bravery and **dedication** of the companions in supporting Islam

4

Analyze inspiring examples of young Muslims who became companions



WORD BANK



WORD	DEFINITION
<i>Aẓkar</i>	Prayers or words of praise to Allah ﷻ
Dedication	Being faithful to and working hard for a cause
Empowered	Gave someone confidence or power to do something on their own
Impatiently	Without waiting; wanting something to happen right away
Loyal	Faithful and supportive
<i>Shirk</i>	Believing that someone or something else shares Allah's power or worship
<i>Sub-ḥana-Allah</i>	An Arabic phrase meaning "How perfect is Allah," said when something amazing happens
<i>Sunnah</i>	The teachings, sayings, and actions of the Prophet ﷺ
<i>Tawḥīd</i>	Believing that Allah ﷻ is the only True God who deserves our worship
<i>Ṣaḥābi</i>	A companion of Prophet Muḥammad ﷺ, plural is <i>ṣaḥābah</i>



ENGAGE

STORY: THE COCKROACH!

Before starting her lesson about the Prophet's companions, Ms. Sarah shared an interesting story that she heard from an imam. The imam said, "While I was a student in Madinah, I had a classmate who was a martial arts master. This student often bragged, 'I wish I were a *ṣaḥābi*. If I had lived during the time of the Prophet ﷺ, I would have bravely fought in every battle. With my black belt, I'd have defended Allah's Messenger ﷺ with all my strength, probably more than any other *ṣaḥābi*!'"

The imam continued, "One day, this student was having dinner with us. Again, he started bragging about his courage and how he would have bravely protected the Prophet ﷺ. But suddenly, a big cockroach ran in front of us. Guess what happened! The same student—who claimed he would have been fearless in battle—got terrified and started screaming and running around the house in horror! He almost jumped off the balcony on the 4th floor."



The class burst into laughter, and Ms. Sarah smiled and said jokingly. “*Sub-ḥana-Allah!* Imagine if this student had lived through the Battle of the Trench!” Then, Ms. Sarah looked at the students and said, “This story teaches us that true bravery is not just about words. The companions of the Prophet ﷺ showed real courage—not only in battle but also in standing up for their faith, being patient, and following the truth even when it was very difficult.”



STUDY

WHO

WHO IS A ṢAḤABĪ?

A *ṣaḥabī* (plural: *ṣaḥabah*) is someone who met Prophet Muḥammad ﷺ at least once, accepted Islam while the Prophet ﷺ was alive, and died as a Muslim. If one of these conditions is missing, then this person is not counted among the *ṣaḥabah*. For example, An-Najashi, an African king who accepted Islam during the Prophet’s time, is not considered a *ṣaḥabī* because he never met the Prophet ﷺ.

The *ṣaḥabah* are the single greatest group of Muslims that ever lived. The Prophet ﷺ said, “**The best people are my generation, then the ones after them, then the ones after them.**” {Al-Bukhari & Muslim}

In the *ḥadith* we learn:



خَيْرُ النَّاسِ قَرْنِي، ثُمَّ الَّذِينَ يَلُونَهُمْ، ثُمَّ الَّذِينَ يَلُونَهُمْ

khay-run na-si qar-ni, thum-mal la-zee-na ya-loo-na-hum
thum-mal la-zee-na ya-loo-na-hum

WHY THE ŞAĤABAH ARE VERY SPECIAL

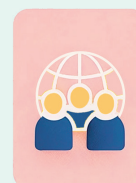
WHY

The companions were amazing because they lived with the Prophet ﷺ. They saw him, prayed behind him, and listened to his beautiful recitation of the Quran. They traveled with him, helped spread the message of Islam, and supported him with their money, time, and effort. Some of them were tortured or even gave their lives for Islam. The Prophet ﷺ had many **loyal** companions. When he ﷺ performed his only *ḥajj* (pilgrimage), about 120,000 companions joined him!

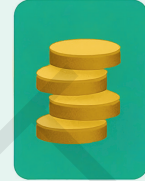
THE PROPHET ﷺ & HIS COMPANIONS

One of the most amazing things about the Prophet ﷺ was how he brought people together under Islam, even though they came from totally different backgrounds. The Prophet ﷺ never went to school or received any training, but he ﷺ united his companions as brothers and sisters in faith, no matter their race, social class, or past beliefs. The companions had:

- **Different nationalities:** Some were Arabs, like Abu Bakr and 'Omar, while others were non-Arabs, like Bilal (an African) and Salman (a Persian).
- **Different social classes:** Some were from rich and powerful families, like Muş'ab ibn 'Omair and Sa'd ibn Mu'az, while others were former slaves, like 'Ammar and Şuhaib.



- ▶ **Different religions before Islam:** Most companions used to worship idols, but some were Christian, like 'Adi ibn Ḥatim, and others were Jewish, like 'Abdullah ibn Salam.
- ▶ **Different financial backgrounds:** Some were very rich, like 'Othman and 'Abdur-Raḥman ibn 'Awf, while others were poor, like Abu Hurairah and Abu Zarr.
- ▶ **Different personalities:** Some, like 'Othman, were known for their great manners before Islam, while others, like the tribe of Ghifar, were former highway robbers.
- ▶ **Different ages:** Some were grown-up, like Abu Bakr and Abu Ayyoub Al-Anṣari, while others were young, like Ibn 'Abbas and Ibn 'Omar.



INTERESTING FACT

Many of the Prophet's companions accepted Islam at a young age. For example:

- ▶ 'Ali ؓ was only **8-10 years old** when he became Muslim.
- ▶ Ṭalḥah was **11**, Al-Arqam **12**, Ibn Mas'oud **14**, and Sa'd **17** ؓ.
- ▶ Ja'far, Az-Zubair, and Ṣuḥaib ؓ were around **18** years old.
- ▶ 'Omar, Muṣ'ab, and Abu 'Obaidah ؓ were in their **20s**.
- ▶ Abu Bakr, 'Othman, 'Abdur-Raḥman, Bilal, and 'Ammar ؓ were in their **30s**.



Many female companions also accepted Islam at a young age, including Faṭimah ؓ (the daughter of the Prophet ﷺ) and Asma' ؓ (the daughter of Abu Bakr). This shows that Islam welcomed people of all ages!

Another amazing thing about the Prophet ﷺ is that he never judged his companions by their past mistakes before they became Muslims. Instead, he ﷺ cared about their willingness to become better people. The way the Prophet ﷺ helped his *ṣaḥabah* grow and change for the better is truly a miracle.

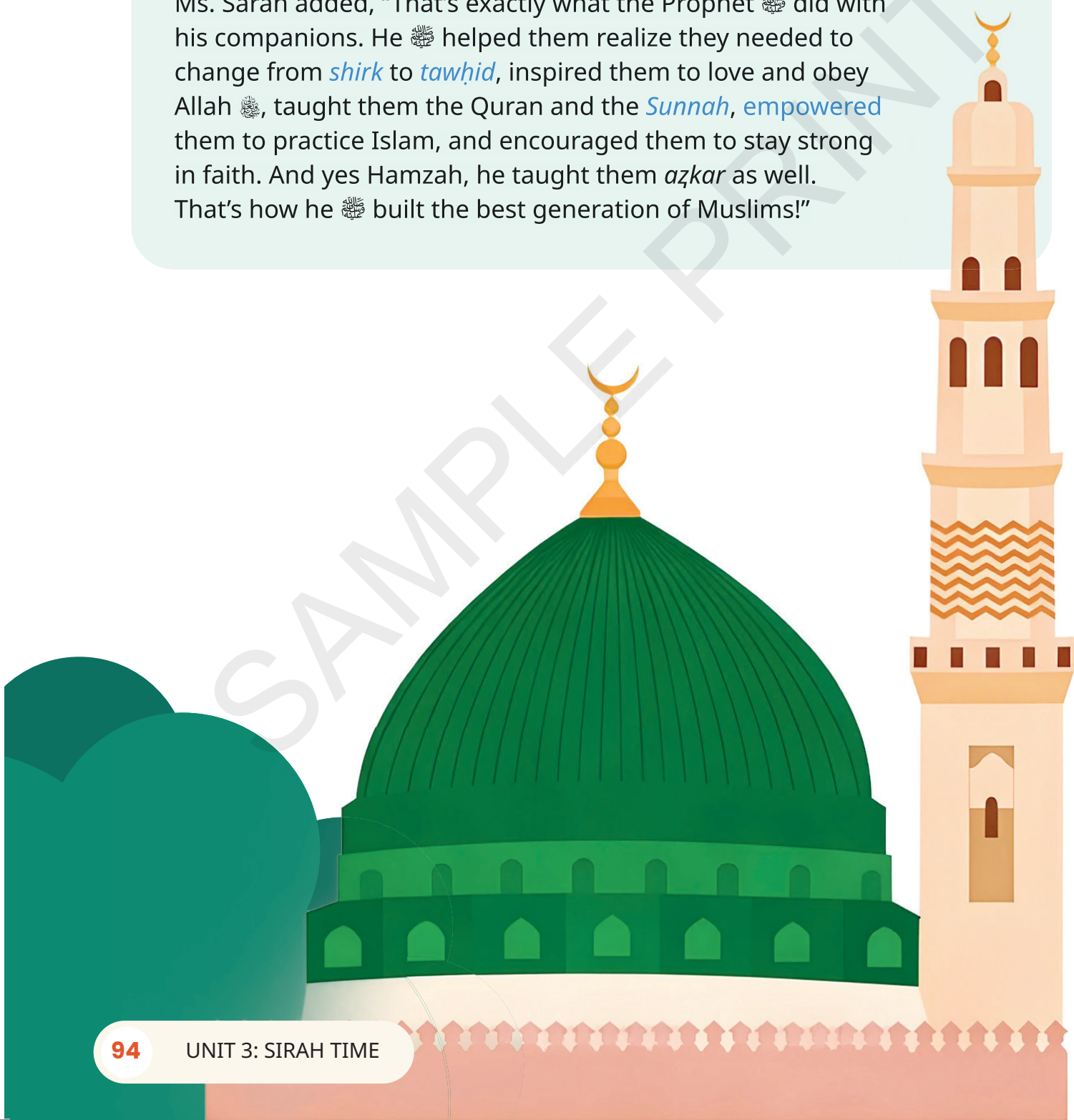
Today, we can learn from their lives and try to become better Muslims, just like they did!

STORY: FROM ADKAR TO AZKAR!

Zainab raised her hand and asked, "How could one man like the Prophet ﷺ, who couldn't read or write, change the lives of so many people?" Ms. Sarah smiled and said, "That's a really smart question, Zainab! It's true that the Prophet ﷺ didn't go to school. However, he ﷺ was taught by Allah ﷻ Himself. Now, let me tell you about something called ADKAR that—" Hamzah jumped and asked *impatiently*, "Wait! Do you mean *azkar*?" Ms. Sarah smiled and said, "Good guess, Hamzah! But no, it's spelled A.D.K.A.R. It's a modern system that helps people and companies around the world make positive changes." **ADKAR™** stands for **Awareness, Desire, Knowledge, Ability, and Reinforcement.**"

Hasan tilted his head and said, “Whoa, those are big words, Ms. Sarah! Did you say ‘Rainforest’ at the end?” The class burst out laughing. Ms. Sarah chuckled too. “Not Rainforest, Hasan! ADKAR means: First you realize something needs to change, then you *want* to change it, learn *how* to do it, practice it, and keep doing it until it becomes part of who you are!”

Ms. Sarah added, “That’s exactly what the Prophet ﷺ did with his companions. He ﷺ helped them realize they needed to change from *shirk* to *tawhid*, inspired them to love and obey Allah ﷻ, taught them the Quran and the *Sunnah*, empowered them to practice Islam, and encouraged them to stay strong in faith. And yes Hamzah, he taught them *aẓkar* as well. That’s how he ﷺ built the best generation of Muslims!”





ACTIVATE

Popcorn Reading

Students take turns to read the story then choose the next reader.



Group Discussion

(Think-Pair-Share):

- 1 What makes someone truly brave?
- 2 How were the *ṣaḥābah* different from one another—and why is that a good thing?
- 3 Would you want to be a *ṣaḥābi* if you had the chance? Why or why not?



SIRAH TIME

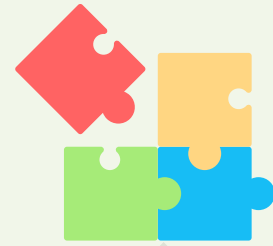
Role-Playing

Act out a short scene: One student pretends to brag about their bravery, while another gently teaches them what real courage means using examples from the *ṣaḥābah*.



Activities

- 1 Quick Icebreaker:** Who would you choose to spend a day with: a superhero or a *ṣaḥabi*? Why?
- 2 Storytime:** Read Ms. Sarah's cockroach story and ask students what advice they would give to the student who was scared of the cockroach.



Project

- 1** Create a poster or slide titled "**My Favorite Ṣaḥabi**," including:
 - ▶ Name
 - ▶ A brief story or achievement
 - ▶ A value or lesson they taught us
- 2** Think of something you want to change to become a better Muslim—like wasting food, missing prayers, spending too much time on screens, or not eating healthy. With the help of your teacher or family, use ADKAR™ to make a plan for change.





PERSONAL AFFIRMATION



I LOVE AND RESPECT THE ŞAHABAH AND
TRY MY BEST TO BE BRAVE, KIND, AND
DEDICATED TO ISLAM LIKE THEM.



Who are the *şahabah*, and why are they very special?

SIRAH TIME

TAQWA: KEEPING ALLAH ﷻ IN MIND



LESSON OBJECTIVES

By the end of this lesson, students will be able to:

- 1 Define *taqwa* and identify how it's practiced in worship and daily life
- 2 Understand how *taqwa* protects us from sin and helps us make better choices
- 3 Explain how worship is not complete without good behavior towards others



WORD BANK

WORD	DEFINITION
Bankrupt	Having no money or unable to pay back what is owed
Debt	Money owed to someone and has to be paid back
Eternal	Lasting forever, with no end
Mindful	Keeping something in mind
Taqwa	Being mindful of Allah ﷻ by obeying Him and avoiding sins



ENGAGE

STORY: TAQWA WITH ALLAH



FAITH TIME

One day, a teacher gave his students a special challenge. He handed each of them an apple and said, "Take this apple home and eat it where no one can see you." The students went home and started searching for hidden places. Some went behind trees, others hid in their dark rooms, and one even covered himself with a blanket. In the morning, they came to school with no apples left—except for one girl named Sana. The teacher asked her, "Why didn't you eat your apple?" Sana replied, "I couldn't find a place where no one could see me, because Allah ﷻ is always watching." The teacher smiled and said, "That is *taqwa*!"

STORY: TAQWA WITH PEOPLE

Amin lived next to a small shop where he bought his groceries. Most of the time, he didn't have enough money to pay for everything he took. The shop owner kept a notebook with the names of people like Amin and the money they owed him. One day, the shop owner heard that Amin had gone for *hajj*, even though he had not paid his *debt*!

Two weeks later, Amin came back, went straight to the shop, and told the owner to open the page that had his name because something had to change. The man was excited, thinking Amin had finally come to pay his debt. But with a proud look on his face, Amin ordered, "You need to change my name from 'Amin' to 'Hajj Amin!'" The shop owner asked in shock, "How could you go for *hajj* before paying off your debts?"

This story teaches us that true *taqwa* means being responsible and treating people fairly. It is wrong to worship Allah ﷻ but ignore people's rights. A person with *taqwa* would pay off debts, be honest, and treat others with kindness and respect.



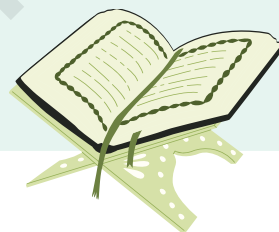


STUDY

WHAT IS TAQWA?

Taqwa means keeping Allah in mind in everything we do. It helps us make the right choices, even when no one else is looking. A person with *taqwa* prays, fasts, and does *hajj* with sincerity, knowing that Allah ﷻ sees everything. *Surah Al-Baqarah* (2) teaches us that the goal of all acts of worship—including *ṣalah*, *zakah*, fasting, and *hajj*—is to help us develop *taqwa*. The Quran teaches that the best people in the sight of Allah ﷻ are those who have the most *taqwa* (49:13) and that Allah ﷻ truly loves those who are **mindful** of Him (9:4).

In the Quran we learn:



إِنَّ اللَّهَ يُحِبُّ الْمُتَّقِينَ

in-nal la-ha yu-ḥib-bul mut-ta-qeen

The Prophet ﷺ also taught that *taqwa* is not just about worship but is also about how we treat others. He ﷺ warned that some people will be **bankrupt** on Judgment Day. This means they will lose the reward for their good deeds because they cheated, lied, or hurt others. Imagine praying, fasting, going for *hajj*, and even memorizing the entire Quran, but still being rude, dishonest, or unfair—wouldn't that make our worship useless? True *taqwa* means being a good Muslim in our worship to Allah ﷻ and in our actions with others.



THE TRUE MEANING OF TAQWA

Taqwa is like a shield that protects us from sin and harm. It is not just about praying, fasting, or going for *hajj*—it is also about how we behave with others. If someone truly has *taqwa*, their worship will make them a better person, not just in front of Allah ﷻ, but also in the way they talk, act, and treat others. Let's conclude with this beautiful advice from the Prophet ﷺ, reported by Imam Aḥmad:



English	Arabic	عربي
Have <i>taqwa</i> of Allah wherever you are.	<i>It-taqil laha ḥay-thuma kunt</i>	اتَّقِ اللَّهَ حَيْثُمَا كُنْتَ
Follow a bad deed with a good one, and it will wipe it out.	<i>Wa-at-bi'is say-yi-atal ḥasa-nata tam-ḥuha</i>	وَأَتَّبِعِ السَّيِّئَةَ الْحَسَنَةَ تَمْحُهَا
And treat people with good manners.	<i>Wa-kha-liqin nasa bi-khulu-qin ḥasan</i>	وَخَالِقِ النَّاسَ بِخُلُقٍ حَسَنِ

REWARD FOR TAQWA

Allah ﷻ tells us in the Quran that He takes care of the people of *taqwa* in this world and rewards them with *Jannah* in the next life.

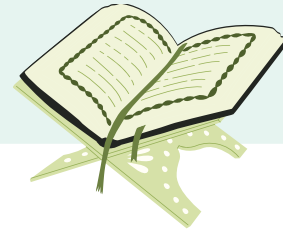
Surah At-Talaq (65:2-3) teaches us:

"And whoever keeps Allah in mind, He will make a way out for them and provide for them in ways they could never imagine." This means

that if we are mindful of Allah ﷻ and live by His rules, He will always help us, even in difficult times. Sometimes we may feel stuck, but Allah can open doors we never imagined and give us blessings from places we never thought of.



In the Quran we learn:



وَمَنْ يَتَّقِ اللَّهَ يَجْعَلْ لَهُ مَخْرَجًا * وَيَرْزُقْهُ
مِنْ حَيْثُ لَا يَحْتَسِبُ

wa man yat-ta-qil la-ha yaj-'al la-hu makh-raja,
wa yar-zuq-hu min hay-thu la yah-ta-sib

Imagine you are in the most exciting race of your life—not for a trophy, but for something far greater: *Jannah*! In *Surah Ali-Imran* (3:133–136), Allah describes the people of *taqwa*, the true champions in this race. They donate in both good and hard times, control their anger, and forgive others. When they do something wrong, they don't stay stuck in sin. Instead, they remember Allah, ask for His forgiveness, and move forward. For living this way, Allah promises them incredible rewards in the [eternal](#) gardens of *Jannah*.

English	Arabic	عربي
133. And race towards forgiveness from your Lord and a <i>Jannah</i> as huge as the heavens and the earth, prepared for those who are mindful of Allah.	<i>Wasa-ri'u ila magh-fira-tin min rab-bikum wa jan-natin 'ar- duhas sama-watu wal-arḍu u'id-dat lil-mut-taqeen</i>	وَسَارِعُوا إِلَىٰ مَغْفِرَةٍ مِّن رَّبِّكُمْ وَجَنَّةٍ عَرْضُهَا السَّمَوَاتُ وَالْأَرْضُ أُعِدَّتْ لِلْمُتَّقِينَ ﴿١٣٣﴾
134. 'They are' those who donate in good and bad times, control their anger, and excuse others. And Allah loves those 5.	<i>Allaẓi-na yun- fiqoo-na fis-sar- ra'i waḍ-ḍar-ra'i walka-ẓimee-nal ghay-ẓa wal- 'afeena 'anin-nasi wal-lahu yuḥib- bul muḥ-sineen</i>	الَّذِينَ يُنْفِقُونَ فِي السَّرَّاءِ وَالضَّرَّاءِ وَالْكُظُمِينَ وَالْغَيْظِ وَالْعَافِينَ عَنِ النَّاسِ ۗ وَاللَّهُ يُحِبُّ الْمُحْسِنِينَ ﴿١٣٤﴾

English	Arabic	عربي
135. Also, if they do something shameful or wrong themselves, they remember Allah, pray for their sins to be forgiven—and who forgives sins except Allah?—and they do not intentionally keep sinning.	<i>Wallaẓi-na iza fa'alu faḥi-shatan aw ẓalamu an- fusa-hum ẓakarul- laha fas-tagh-faru lizunoo-bihim wa- man yagh-firuz zunoo-ba illal-lah wa lam yuṣir-ru 'ala ma fa'alu wa hum ya'-lamoon</i>	وَالَّذِينَ إِذَا فَعَلُوا فَلَحِشَةً أَوْ ظَلَمُوا أَنْفُسَهُمْ ذَكَرُوا اللَّهَ فَاسْتَغْفَرُوا لِذُنُوبِهِمْ وَمَنْ يَغْفِرُ الذُّنُوبَ إِلَّا اللَّهُ وَلَمْ يَصِرُوا عَلَى مَا فَعَلُوا وَهُمْ يَعْلَمُونَ ﴿١٣٥﴾
136. Their reward is forgiveness from their Lord and Gardens under which rivers flow, to stay there forever. How excellent is the reward for those who do good!	<i>Ula-'ika jaza- uhum magh-fira- tun min rab-bihim wa jan-natun tajri min taḥ-tihal an- haru kha-lideena feeha wa ni'ma ajrul 'amileen</i>	أُولَٰئِكَ جَزَاؤُهُمْ مَغْفِرَةٌ مِّن رَّبِّهِمْ وَجَنَّاتٌ تَجْرِي مِن تَحْتِهَا الْأَنْهَارُ خَالِدِينَ فِيهَا وَنِعْمَ أَجْرُ الْعَامِلِينَ ﴿١٣٦﴾



ACTIVATE

Popcorn Reading

Students take turns to read the story then choose the next reader.



Group Discussion

(Think-Pair-Share):

- 1 Why do we need *taqwa* if nobody else can see what we're doing?
- 2 Why is it wrong to worship Allah ﷻ but treat people unfairly?
- 3 Why was the apple story such a powerful example of *taqwa*?



Role-Playing

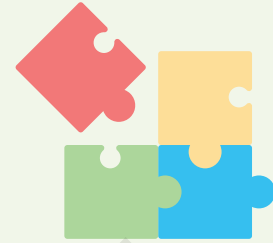
Act out two scenes:

- 1 A student tempted to cheat on a test, but chooses not to because "Allah ﷻ is watching."
- 2 A student helps someone without expecting a reward.



Activities

1 **Taqwa Journal Prompt:** "Write about a time when you did something right even though no one was watching. What made you choose to do it?"



2 **Shield Craft:** Students create paper shields labeled "*Taqwa*" and draw or write things *taqwa* protects us from (lying, cheating, bullying, etc.).

Project

Comic Strip: Students create a comic showing someone using *taqwa* to make a good choice in a tricky situation (e.g., finding lost money, praying in front of people, giving charity, being honest in sports, etc.).



PERSONAL AFFIRMATION

I KNOW ALLAH ﷻ IS ALWAYS WATCHING ME, SO I TRY TO BE ON MY BEST BEHAVIOR TO PLEASE HIM.

EXIT
TICKET

How do you practice *taqwa* in your daily life?
Give one example.

5

THE CLEAR DEEN™

Workbook



Author & Storyteller
Dr. Mustafa Khattab

HOW TO GIVE A *JUM'AH* *KHUTBAH*

A. TRUE OR FALSE

1. A good speech can include a short story to teach a lesson. ☐ ☒
2. The Prophet's khutbahs were very long. ☐ ☒
3. A good speaker should always yell to scare the people. ☐ ☒
4. It's better to memorize your speech than read it from paper. ☐ ☒

B. STUDY QUESTIONS

1. What should you say at the start of a *Jum'ah khutbah*?
.....

2. Why is it important to stay focused on one topic during your speech?
.....



3. What did the story about the “dirty clothes” teach?

.....

C. MULTIPLE CHOICE

1. What should a speaker start with in a Jum’ah khuṭbah?
 - a) A joke
 - b) Praise of Allah ﷻ and blessings on the Prophet ﷺ
 - c) An Arabic poem
2. What was the speaker’s mistake in the “Friday speech went wrong” story?
 - a) He shouted too much
 - b) He had to go to the washroom
 - c) He panicked and said something wrong
3. What lesson does the “dirty clothes” story teach?
 - a) Don’t judge others without looking at yourself first
 - b) Never look out the window
 - c) Wash your clothes more often
4. What can help someone become a better speaker?
 - a) Writing complicated sentences
 - b) Using big words
 - c) Practicing with friends or in front of a mirror



D. REFLECTION QUESTIONS

1. Why is it important to prepare for a khuṭbah ahead of time?

.....

2. What went wrong in the story of the man who fainted during the khuṭbah?

.....

3. How can stories make a khuṭbah more interesting and meaningful?

.....

4. Why should a speaker avoid jumping from topic to topic?

.....

5. What is one topic you would choose for your own short khuṭbah, and why?

.....

E. FILL IN THE BLANKS

(Use: story, du'a, focus, khaṭeab)

1. A _____ is someone who gives the Friday khuṭbah.
2. A good speaker should always _____ on the main message.
3. A powerful _____ can help people understand a big lesson.
4. We end the khuṭbah by making _____ for all Muslims.



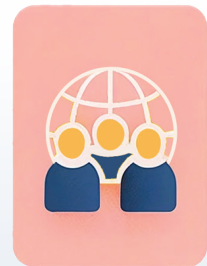
F. WHAT WOULD YOU DO?

1. You're asked to give a 2-minute speech about honesty in your class, but you feel nervous. What would you do to prepare?
.....
2. A friend keeps interrupting while you're practicing your khuṭbah. How would you kindly ask them to stop?
.....
3. You forgot part of your speech during a presentation. How would you handle it without panicking?
.....

ŞAḤABAH: THE BEST GENERATION OF MUSLIMS

A. TRUE OR FALSE

1. An-Najashi is considered a şaḥabi. ☐ ☒
2. The şaḥabah came from only one country. ☐ ☒
3. Some of the Prophet's companions were former robbers. ☐ ☒
4. All of the Prophet's companions were rich, powerful, and from the same background. ☐ ☒
5. Many şaḥabah were very young when they accepted Islam. ☐ ☒



B. STUDY QUESTIONS

1. What does the word “ṣaḥabī” mean?

.....

2. How many companions joined the Prophet ﷺ during his only ḥajj?

.....

3. Name one non-Arab ṣaḥabī.

.....

4. Who was the youngest person to accept Islam mentioned in the lesson?

.....

5. Why were the ṣaḥabah so special?

.....

C. MULTIPLE CHOICE

1. How many companions joined the Prophet ﷺ for ḥajj?

- a) 120,000
- b) 12,000
- c) 1,000

2. Which of these people was NOT a companion of the Prophet ﷺ?

- a) Abu Bakr
- b) Ibn 'Abbas
- c) An-Najashi

3. What lesson do we learn from the cockroach story?

- a) Always keep the house clean
- b) Real courage is shown in actions, not words
- c) We should all learn martial arts



D. REFLECTION QUESTIONS

1. Why do you think the Prophet ﷺ praised his generation the most?

.....

2. How does the cockroach story help us understand real bravery?

.....

3. How did the Prophet ﷺ treat people from different backgrounds?

.....

4. What can we learn from the young *ṣaḥabah* who accepted Islam?

.....

5. Why is it important not to judge people by their past?

.....

SIRAH TIME

E. FILL IN THE BLANKS

(Use: Prophet, ṣaḥabi, bravery, Islam, different)

1. A _____ is someone who met the Prophet ﷺ and died as a Muslim.

2. The _____ united people from many backgrounds.

3. The ṣaḥabah showed great _____ for their faith.

4. The companions of the Prophet ﷺ came from _____ backgrounds.

5. Some of the ṣaḥabah gave their lives for _____ .



F. WHAT WOULD YOU DO?

1. You hear a friend say, "If I lived during the Prophet's time, I would've done better than all other companions!" What would you say?
.....
2. A new Muslim joins your masjid, but others are making fun of his past. What would you do to follow the Prophet's example?
.....
3. You get scared during a thunderstorm, but then you remember a story of a brave ṣaḥābi. What do you do next?
.....

TAQWA: KEEPING ALLAH IN MIND

A. TRUE OR FALSE

1. Taqwa means doing the right thing even when no one sees you. ☐ ☒
2. You can have taqwa without being kind to others. ☐ ☒
3. Fasting in Ramaḍan helps us build taqwa. ☐ ☒
4. Giving zakah is one way to practice taqwa. ☐ ☒
5. The Prophet ﷺ said that taqwa is only for rich people. ☐ ☒



B. STUDY QUESTIONS

1. How does taqwa help us when we are alone and tempted to do something wrong?

.....

2. What does the Prophet's advice "Treat people with good character" teach us about real taqwa?

.....

3. Why is it not enough to just pray, fast, or do hajj if we treat others badly?

.....

C. MULTIPLE CHOICE

1. What is the best way to get close to Allah?
 - a) Having taqwa and doing good deeds sincerely
 - b) Making lots of money
 - c) Showing off to others
2. What made the girl in the apple story special?
 - a) She ate two apples
 - b) She was fasting
 - c) She remembered that Allah ﷻ is always watching
3. What was the problem with "Hajj Amin"?
 - a) He forgot his hajj clothes
 - b) He owed money and didn't pay it
 - c) He missed his flight
4. What does taqwa protect us from?
 - a) Sin and bad choices
 - b) Bad weather
 - c) People hurting us



D. REFLECTION QUESTIONS

1. What is taqwa, and how is it like a shield?
.....
2. What does the story of the apple teach us about taqwa with Allah ﷻ?
.....
3. What lesson can we learn from “Ḥajj Amin”?
.....
4. How can you apply the Prophet’s advice to “follow a bad deed with a good one”?
.....

E. FILL IN THE BLANKS

(Use: Allah ﷻ, *taqwa*, *zakah*, shield)

1. _____ means remembering Allah ﷻ in everything you do.
2. Fasting, praying, and giving _____ help us build taqwa.
3. Taqwa is like a _____ that protects us from doing wrong.
4. Even when we are alone, _____ is always watching us.

F. WHAT WOULD YOU DO?

1. You found \$10 on the floor at school, and no one saw you. What would you do?
.....
2. You are fasting and someone makes you angry. What would you do to show taqwa?
.....
3. You were unfair to a friend and feel bad. What would you do next?
.....

THE CLEAR DEEN™

Pacing Chart & Answer Key



Author & Storyteller
Dr. Mustafa Khattab

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LESSON 6. HOW TO GIVE A JUM'AH KHUṬBAH

A. True or False

1. True
2. False
3. False
4. True

B. Study Questions

1. Praise Allah ﷻ, send blessings on the Prophet ﷺ, and affirm your belief in Allah ﷻ and His Messenger.
2. To make it clear and easy for people to understand and remember the message
3. That we shouldn't judge others quickly—the problem might be with our own view, not theirs

C. Multiple Choice

1. b
2. c
3. a
4. c

D. Reflection Questions

1. So you can speak clearly and avoid mistakes.
2. He wasn't prepared and got so nervous he fainted.
3. Stories grab attention and make the message easier to remember.
4. It confuses the audience and makes the speech boring or hard to follow.
5. Example: Kindness—because it helps everyone live happier together.

E. Fill in the blanks

1. khāṭeeb
2. focus
3. story
4. du'a

F. What Would You Do?

1. I'd choose 2-3 simple points, practice in front of a mirror, and ask a family member to give me feedback.
2. I'd say, "I really want to get this right—can you please help me by letting me focus for a few minutes?"
3. I'd pause, take a deep breath, continue with what I remember, and smile—everyone makes mistakes!

LESSON 9. **ṢAḤĀBAH: THE BEST GENERATION OF MUSLIMS**

A. True or False

1. False
2. False
3. True
4. False
5. True

B. Study Questions

1. A companion of Prophet Muḥammad ﷺ
2. About 120,000
3. Bilal or Salman
4. 'Ali (8-10 years old)
5. They saw and lived with the Prophet ﷺ and supported him.

C. Multiple Choice

1. a
2. c
3. b

D. Reflection Questions

1. Because they supported the Prophet ﷺ directly and sacrificed so much
2. It shows that bravery is about action, not just talking big.
3. He welcomed them and treated them all equally.
4. That age doesn't matter—young people can do big things too
5. Because people can change for the better with faith

E. Fill in the blanks

1. ṣaḥabi
2. Prophet
3. bravery
4. different
5. Islam

F. What Would You Do?

1. I'd remind my friend that real bravery is proven by actions, not just words, like the ṣaḥabah.
2. I'd be kind to the new Muslim and explain how the Prophet ﷺ respected people who changed their lives for the better.
3. I'd make du'a for courage and try to calm down by remembering the strength of the companions.

LESSON 13. TAQWA: KEEPING ALLAH IN MIND

A. True or False

1. True
2. False
3. True
4. True
5. False

B. Study Questions

1. Taqwa reminds us that Allah ﷻ is always watching, so it helps us choose what's right even when no one else sees us.
2. It teaches that real *taqwa* includes being kind, fair, and respectful to others—not just worshiping Allah ﷻ.
3. Because good worship must also be matched with good manners and fairness. Otherwise, we may lose the reward of our worship

C. Multiple Choice

1. a
2. c
3. b
4. a

D. Reflection Questions

1. Taqwa means keeping Allah ﷻ in mind in everything we do. It's like a shield because it helps protect us from sin and bad choices.
2. It shows that taqwa means knowing Allah ﷻ is always watching, even if no one else is.
3. Being honest and responsible is more important than pretending to be religious.
4. By saying sorry, making du'a, and doing something good to fix the mistake

E. Fill in the blanks

1. taqwa
2. zakah
3. shield
4. Allah

F. What Would You Do?

1. I'd give it to a teacher or lost-and-found so the right person can get it.
2. I'd stay calm, make du'a, and remind myself that fasting is for Allah ﷻ.
3. I'd apologize and do something kind to make it up.