



## EPISODE 6: Charlie and Blue Ask about Allah and Creation

### Key Stage 1 Cross-Curricular Topic: Our World

#### Introduction

Muslims believe that Allah (God) created the world and everything in it, and that human beings should look after it for him.

According to Muslim tradition, there are 99 “Beautiful Names of God” in the Qur’an. Two of these are “al-Khaliq”, which is Arabic for “the Creator”, and “al-Musawwir”, Arabic for “the Shaper”. Muslims believe that God didn’t just create the world, he continues to be involved with what he has made, shaping the world as the years go by. Human beings are also part of God’s creation and have been given the responsibility to make sure that the world is well cared for.

As well as the Qur’an, Muslims use collections of the Prophet Muhammad’s sayings called “Hadith” for guidance, and he has this to say about creation:

“The Earth is green and beautiful, and Allah has appointed you his stewards over it. The whole earth has been created a place of worship, pure and clean. Whoever plants a tree and diligently looks after it until it matures and bears fruit is rewarded. If a Muslim plants a tree or sows a field and humans and beasts and birds eat from it, all of it is love on his part”.

Note: The Arabic word for God is “Allah”. Muslims tend to say “Allah”, although Charlie and Blue’s friend Seyed talks about “God” in the film. This lesson plan uses them interchangeably, so make sure that you explain to your pupils that the two words mean the same!

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# Overview

**Suitable for:** Key Stage 1

- Lesson Objectives:**
- To recall that Muslims believe we should take care of the world because Allah (God) created it.
  - To give an example of what being a “khalifah” means for Muslims.
  - To ask our own questions about taking care of the world and give good reasons for doing so.

**Key Question:** Why should we look after the world?

**Time:** 45 minutes actual teaching and learning time.

**TrueTube Film:** [Charlie and Blue Ask about Allah and Creation](#)  
Theme: *Ethics and Religion*  
Topic: *The Nature of God*

- Resources:**
- Internet connected whiteboard or enough laptops or tablets for the class
  - Hand shapes for the main activity (in the *Resources* section).
  - Objects for the “stilling” exercise – e.g. leaves, pebbles, flowers (see below).
  - Arabic designs inspired by nature.
  - Nature Powerpoint (linked to in the *Resources* section – or make your own!).
  - Photos of ways the environment is being damaged.
  - Photos of ways people take care of the environment.

Note: Photos can be found via Google Images.

- Key Words:**
- Allah
  - Paradise
  - Muslim
  - Qur’an
  - Arabic
  - al-Khaliq
  - al-Musawwir
  - khalifah
  - Muhammad
  - Prophet
  - creation
  - environment

## Film Digest






[Charlie and Blue Ask about Allah and Creation](#) (7:06)




Theme: *Ethics and Religion*




Topic: *The Nature of God*




Zippity-zip, let's go on a trip! Charlie and her favourite soft toy (and best friend) Blue visit their neighbour Seyed in his garden to find out why Muslims believe they should look after the world.

## Lesson Plan

	<p><b>Starter</b></p> <p>Begin by asking the children to share with the class the most beautiful sight they have ever seen. For example, this could be an animal, a bird, a sunset or a view.</p> <p>How did it make them feel?</p>	<p>3 mins</p>
	<p><b>Share the learning objectives</b></p> <ul style="list-style-type: none"> <li>• To recall that Muslims believe we should take care of the world because Allah (God) created it.</li> <li>• To give an example of what being a “khalifah” means for Muslims.</li> <li>• To ask our own questions about taking care of the world and give good reasons for doing so.</li> </ul>	<p>2 mins</p>
	<p><b>Display and give the meaning of the key words</b></p> <ul style="list-style-type: none"> <li>• Allah: The Arabic word for God.</li> <li>• Paradise: Heaven; the place of reward after death for those who do what Allah wants.</li> <li>• Muslim: a person who does what Allah wants, which is described in the Qur’an.</li> <li>• Qur’an: The Holy Book of Islam, believed to have been given, verse by verse, to the Prophet Muhammad by Allah through the angel Jibra’il (Gabriel).</li> <li>• Arabic: the language in which the Qur’an was written. Modern Arabic has many forms and is not the same as the Arabic of the Qur’an. Arabic is written in its own alphabet from right to left (the opposite way to English!).</li> <li>• al-Khaliq: “The Creator” – one of the “99 Beautiful Names of Allah” in the Qur’an.</li> <li>• al-Musawwir: “The Shaper” – another of the “99 Beautiful Names of Allah”.</li> <li>• khalifah: A “steward” or “custodian” – someone who looks after something for someone else.</li> <li>• Muhammad: In Islam, the final and greatest messenger of Allah, who lived in Arabia around 1500 years ago (570 – 632 CE).</li> <li>• Prophet: a messenger. In Islam, a messenger sent by God to humankind.</li> </ul>	<p>6 mins</p>

	<ul style="list-style-type: none"> <li>• creation: when the world was brought into being; into existence. Muslims (and many others) believe that God created the world and everything in it.</li> <li>• environment: the natural world; everything around us.</li> </ul> <p>A useful dictionary of other Muslim terms can be found here: <a href="http://www.alim.org/library/references/dictionary/a">http://www.alim.org/library/references/dictionary/a</a></p>	
	<p><b>Play the film</b></p> <p><a href="#"><i>Charlie and Blue Ask about Allah and Creation</i></a></p>	7 mins
	<p><b>Thinking Point 1</b></p> <p>Replay the opening scene up to the point where Charlie shows Blue her drawing and explains that Muslims believe they should look after God’s creation (0:20 to 1:32).</p> <p>Pause the film at this point and ask:</p> <ul style="list-style-type: none"> <li>• How do you take care of the world? (The children might need some examples to help them get started: e.g. gardening, recycling, not wasting food...)</li> <li>• Why should we take care of the world? (E.g. because we need food to eat, we need clean water to drink, clean air to breathe, it’s beautiful and we don’t want to spoil it...)</li> </ul>	3 mins
	<p><b>Thinking Point 2</b></p> <p>Replay the scene in Seyed’s garden where he explains two of God’s “beautiful names”, al-Khaliq and al-Musawwir, and then the meaning of “khalifah” (2:50 to 3:49).</p> <p>Pause the film at this point and ask:</p> <ul style="list-style-type: none"> <li>• Muslims say that Allah is the Creator, Maker and Shaper of everything, and that as special creation of Allah, we too can create, make and shape things. What things have you made recently? (E.g. this could be a drawing, some writing, patterns.)</li> <li>• We can also take care and look after things. What, or who, have you looked after recently? (E.g. this could be anything from taking care of a book to a pet or a friend or a member of the family.)</li> <li>• Do you remember the story that the Prophet Muhammad told about the thirsty dog? What did the man do for the thirsty dog? What would Allah think of someone who was kind to animals?</li> </ul> <p>Point out Muhammad’s teaching that God would forgive the man all the bad things he had done because of his kindness.</p>	5 mins

	<p><b>Activity</b></p> <p>Remind the children that Muslims believe that we should all take care of the world and everything in it. Ask them for their thoughts on caring for the world and then provide them with a hand shape.</p> <p>There are hand shapes in the <i>Resources</i> section below - or the children could draw around their own hands, depending on time, age and ability.</p> <p>Ask the children to:</p> <ul style="list-style-type: none"> <li>• write or draw (or both) ways they can take care of the Earth in their hand shape. They can have more than one hand shape if they have more than one idea!</li> </ul> <p>Early finishers (or everyone if there's time) can move on to:</p> <ul style="list-style-type: none"> <li>• give at least one good reason why we should take care of the world.</li> </ul> <p>The hand shapes can be used as part of a display with a large picture of the Earth and all their hands around it, taking care of it.</p>	12 mins
	<p><b>Plenary - Has Learning Taken Place?</b></p> <p>You could finish the lesson by...</p> <ul style="list-style-type: none"> <li>• reminding the children of the meaning of al-Khaliq, al-Musawwir and khalifah.</li> <li>• asking some of the children to read out the reasons they have come up with for taking care of the world, and discuss them as a class. The children can then decide on the best 3 or 4 reasons and display them with their hand shapes on the wall.</li> </ul> <p>By the end of the lesson:</p> <p><b>All children can:</b> recall that Muslims believe we should take care of the world because Allah created it.</p> <p><b>Most children can:</b> give an example of what being a “khalifah” means for Muslims.</p> <p><b>Some children can:</b> ask their own questions about taking care of the world and give good reasons for doing so.</p>	7 mins
	<p><b>Extension - Suggested Further Activities</b></p> <p>Show the class a selection of photos (you can find them using Google Images) that illustrate how people harm the environment, such as littering and some illustrating how people are taking care of the Earth.</p> <p>Ask the children as a class to sort and express their thoughts and feelings about them, explaining why they have sorted them in that way. What might a Muslim think of the photos?</p>	

	<p>This can be repeated with a perspective from another religion or belief to allow them to understand that taking care of the Earth is a shared belief for many people.</p>	
	<p>Show children some beautiful images inspired by nature that can be found in the Muslim world. Explain that some Muslims believe that human beings should not be drawn because the pictures would never be as good as what God has made, but that respect is shown to Allah's creation and it is celebrated in many decorative ways e.g. patterns of plants and flowers with their stems and shoots winding in and out and around each other.</p> <p>They could then (a) create a collage of natural objects to celebrate how Muslims take care of the world, and / or (b) create their own treasure chest of beautiful natural objects.</p>	
	<p>Do a "stilling" exercise with music and focussing on natural objects (e.g. a flower, a leaf or a pebble). Children could respond with artwork about the most beautiful natural thing they've ever seen. You could have some photos to use as a stimulus for this.</p> <p>See the <i>Resources</i> section below.</p>	
	<p>Plant a tree or a plant (or plants) in your school grounds or in pots.</p> <p>This activity could be linked to your school's environmental policy or made a "Caring for the World" cross-curricular activity, linked to the KS1 Science curriculum.</p>	



# Resources

- Stilling exercises:  
<http://www.usingvisualisation.com/#/stilling-ks1/4549909339>
- The natural world PowerPoint:  
<http://www.slideshare.net/elejol/nature-slideshow>
- For examples of traditional Arabic art using plant- inspired patterns (often called “Arabesque”):  
<http://naldzgraphics.net/freebies/free-arabesque-patterns/>  
or here:  
<http://www.sketchite.com/islamic-design-sketch-templates/>
- For pictures of the environment being damaged, just type the search term “environmental damage” into Google Images.
- For pictures of the environment being looked after, try the search term “How to look after the environment” in Google Images.

## Background Information

We think the following links related to this topic should prove useful to support your teaching and for following up on this introductory lesson:

- A selection of links for Islam and KS1 from RE:ONLINE:  
<http://www.reonline.org.uk/learning/search=;age-range=ks1;belief-systems=islam;sort=date/>
- Email a believer:  
<http://pof.reonline.org.uk>
- BBC Bitesize clips:  
<http://www.bbc.co.uk/education/topics/zj3d7ty/resources/1>
- Muslim stories for children:  
<https://www.youtube.com/watch?v=Tb3mu7LnSgg>

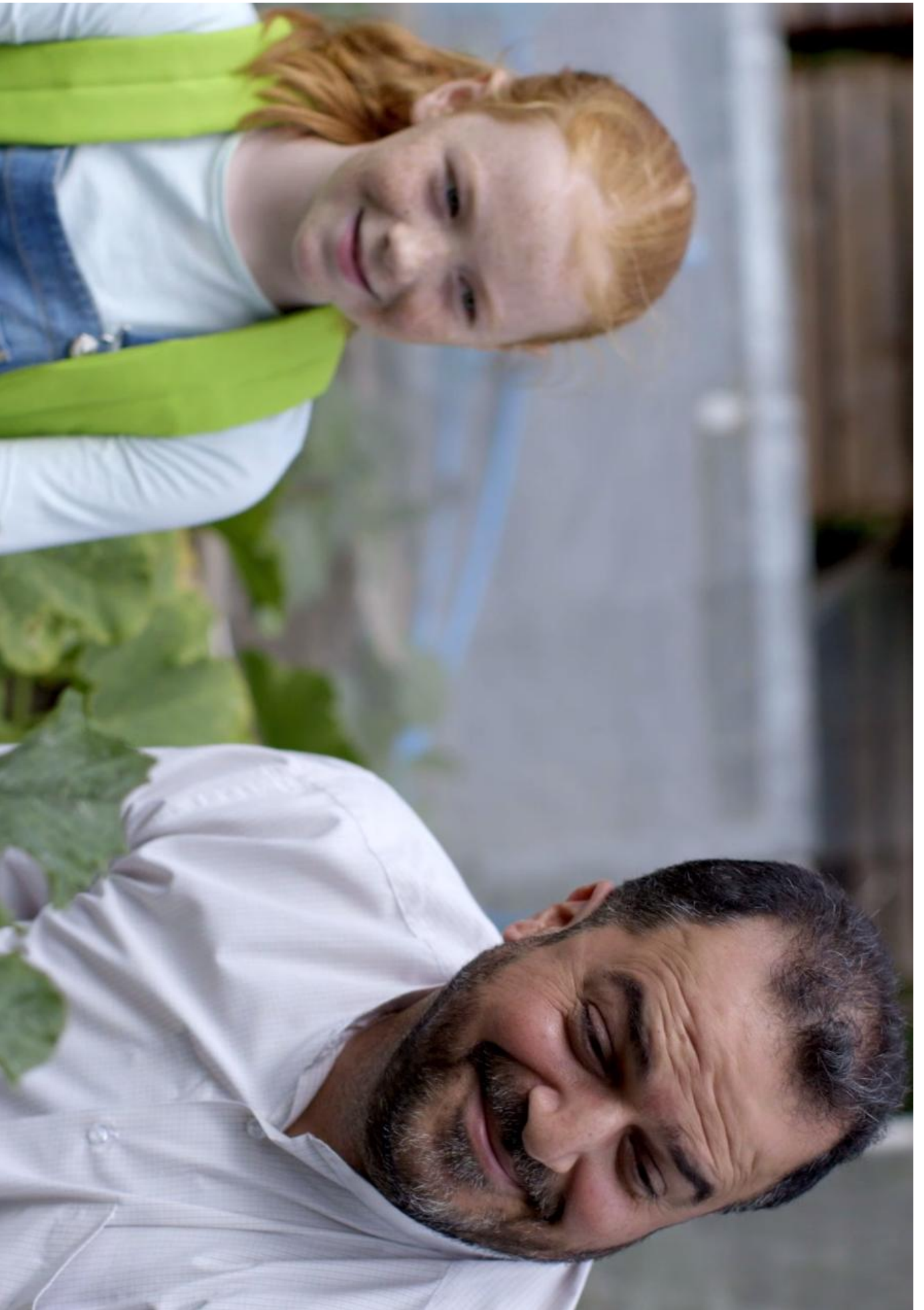


























AI Khaliq The Creator