

IQRA'
Grade - One
Curriculum
Grade 3
Aqidah, Fiqh & Ahklaq

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We at IQRA' International Education Foundation are grateful to Allah (SWA) for enabling us to present this Elementary Curriculum of Islamic Studies.

This volume represents years of painstaking research, study, writing, field-testing and evaluation by IQRA's team of educators, scholars and teachers.

This volume marks the completion of the second stage of IQRA's program development. We are now well on our way to completing the junior high school and high school curricula, Insha Allah.

The development and production of this syllabus is a part of IQRA's vision for a comprehensive system of Islamic education that includes:

1. An integrated curriculum from pre-school to high school.
2. A comprehensive program of Islamic and Arabic studies at all grade levels. This includes writing and development of graded *textbooks*, *workbooks*, *enrichment literature*, *parent/teacher manuals*, *educational software* and *educational aids* for five basic Islamic subjects.
3. An Open University and Home-Based Education Program.

In each area, IQRA's work is progressing in an organized and well-planned manner and we hope that by the year 2000, IQRA's vision will become a reality, Insha Allah.

This effort needs a solid commitment to make Islamic education our foremost priority, mobilization of the community's human and financial resources, institutionalization of efforts and coordination with other organizations.

We appeal to all concerned Muslims and Islamic organizations to cooperate with IQRA' and become Ansar of its educational program.

Together, let us establish IQRA' International Foundation as the finest institution of Islamic educational research and development. It would be the best gift that we, the North American Muslims, can give to our children and to the 'Ummah as a whole. Amin.

Chief Editors

Friday, 10 June 1996

Development During the School Years

PHYSICAL DEVELOPMENT

The middle years, between the ages of six and twelve, are often referred to as the school years. During this period of development, children undergo a steady growth rate, increase in muscle strength and fine-tune their motor abilities. During this time also, the average child grows about 2 inches and gain 3-6 pounds each year. A rapid development of social skills also takes place during this time.

Between the ages of nine and eleven, the children have 20/20 vision while binocular vision is usually attained by the ages of six.

Through play and interaction with peers, the child expands and refines his or her motor skills. Activities such as jumping, running or throwing help him or her to coordinate and finely-tune basic motor behaviors.

The amount of sleep gradually decreases as the child ages. A normally active and healthy six year old sleeps an average of twelve hours. By the age of twelve, this time is reduced to nine or ten hours of sleep per night. Parents are reminded to regulate their child's daily schedule so that he/she can retire to bed on time and get sufficient sleep.

COGNITIVE DEVELOPMENT

By this stage in a child's cognitive development, confusions, distractions and inconsistencies of pre-operational thought are gradually being replaced by basic logic. Children become adept at making logical decisions about problems involving "real" or concrete objects. In addition, the development of a new and reversible system of mental operations and the ability to form stable hierarchies of classes and relations begins. The ability to conserve quantity, number and some aspects of space and time forms. They can usually conserve numbers by about six or seven, mass and length between seven and eight, and weight by around nine or ten.

The pre-operational egocentrism found in pre-schoolers is replaced in the school years by increased flexibility, logic and objectivity: children are now able to appreciate situations and circumstances from others' view points. It is important that adults respect their opinions and discuss their ideas and convictions with them in a mature fashion.

During this time, rules and regulations serve as important guidelines for the behavior of six and seven year old. To children of this age, adults are always right. Parents and teachers become serious role models for these children and the Islamically-oriented behavior that is displayed to the children may become a source of their inspiration and training.

Decentration:

Children can now take into account several aspects of an object or event at the same time. They are able to recognize that there may be more than one way to arrive at a conclusion and they are able to delay action until they consider every option.

They begin to understand the process of transformation (for example, the metamorphosis of a mealworm into a beetle). They are able to understand that certain aspects of the environment are permanent and unchanged, despite changes in their appearance.

Time and Distance:

After the age of eight, children gain better understanding of the passage of time and they are able to classify past and future events according to how recently they occurred. The ability to understand the concept of distance improves as the child grows through the school years.

Classification and Seriation:

Children begin to understand the relationship between a whole and its parts, and can use this to classify objects in sequential order (for example girls may organize their dolls from their least favorite to their most favorite).

Memory and Language Development:

In general, children during this stage have a better long and short term memory capacity than do pre-schoolers. Their ability to communicate improves primarily because they become less concrete, less literal and less egocentric. School-aged children greatly expand their reading vocabulary and improve their understanding of words and word meanings. Emphasis should be placed on providing good literature for the children. Quality Islamic literature especially should be made available for the children to read and enable them to expand their language and religious concepts.

SOCIAL DEVELOPMENT

During these middle years of development, children begin to spend more time with their peers and learn to share and cooperate with them. They can be separated from their parents for longer periods of time with little or no problem. At this point, parents can allow their child to make independent choices, thus helping him or her to prepare for the "real world." However, the selection of friends should be carefully screened by parents, as peers begin to assert greater influence on their children during this crucial time in their moral and social development.

Peer Relationships:

At this stage, children begin to form groups. Friendships are most likely to form between children of the same age, sex, race and among those who share common interests. (1) The most popular children within this age group tend to have good communication skills and they are able to interact well with old friends and new acquaintances.

Games undergo transition from being those that require a high expenditure of energy (such as jump rope and tag) to ones that are more competitive and organized (baseball, kickball). It is at this stage in a child's social development more than any other, that he or she is likely to conform to his/her peers.

(Footnote 1)

In an Islamic school setting, every effort should be made to discourage racial cliques and race should not be a factor in choosing friends among Muslims.

The Function of Peers:

The interaction between children of the same age group is vital at this stage. Through these interactions, children are able to transmit values and ideas and function as playmates and friends. A child's peers influence his or her behavior through modeling and reinforcement and they serve as a standard for comparison. It is important for parents to provide their school-aged children with a Muslim peer group, either through an Islamic school, Masjid, or through social activities.

EMOTIONAL DEVELOPMENT

Fear:

By the time children reach school age, most of their fears have subsided, since they are better able to separate reality from fantasy. On the other hand fears, such as of failure in school or rejection by teachers, peers and parents, begin to form within the child.

Aggression:

Children begin to engage in hostile aggression directed towards other people while verbal insults and playground fights that involve pushing, kicking, and hitting become more common. Emphasis on Islamic Akhlaq and manners should be constantly provided by the parents and teachers.

Understanding Others' Feelings:

Between the ages of six and twelve, children become more skilled at recognizing the causes of emotions in others (e.g. sadness is caused by a specific circumstance or incident). However, they have not yet reached the stage at which they can recognize emotions in others who are of a different age or when a situation that they are faced with is an unfamiliar one.

How to use elementary curriculum

IQRA' International Educational Foundation has developed a comprehensive course of study spanning the six years of Elementary schooling. This curriculum covers four areas of Islamic knowledge:

Qur'anic Studies

Sirah and Hadith of Rasulullah (S)

Fiqh and Ibadah (Islamic Akhlaq and Adab)

Islamic Social Studies: Geography and History of the Muslim people,

Islamic system of government and laws of economics for Muslims

We have also developed a separate curriculum for Qur'anic reading, recitation and study of the Arabic language.

The curriculum is comprehensive, in the sense that it covers all basic fields of study of Islamic education at each grade level. It is also very carefully graded, keeping in mind the cognitive, social, emotional and physical characteristics of elementary aged children at each grade level. Following are some special features of this course of study:

Statement of Philosophy:

The syllabus opens with an introduction and a statement of philosophy. We request you to read the statement and formulate a clearly defined philosophical basis for your school and classroom.

Characteristics of Elementary-Aged Children:

Under this heading is a brief description of the physical, cognitive, social and emotional development of elementary aged children. We urge you to read it and understand the behavior and learning process of children under your supervision in the school. Many teachers and parents will need more information about the developmental process of young children than that which is provided here, and this can be easily obtained by studying any of the recommended books on Child Development.

Scope and Sequence Chart:

This chart represents the total sequence of units to be covered during the course of one academic year of Elementary school. The term Scope refers to the amount of information which is made available to the children at a particular grade level.

The Scope of the Islamic history curriculum is developed keeping in mind the physical, cognitive, social and emotional development of children between the ages of six to twelve. The amount of time available to the teacher of Islamic history is also a contributing factor in determining the Scope.

The Scheme:

The course of study is a detailed description of the goals to be achieved during each year of study and over the period of six years of elementary schooling. The goals for each subject at each grade level are clearly defined at the beginning of each section. A few sample activities that may be implemented to achieve these goals are also provided. These activities are merely suggestions for guidance. The teachers are advised to develop their own lesson plans using the pattern of the Kindergarten curriculum lessons as a guide. The goals of each subject are independent enough to be specific to the content of the subject under study, yet integrated enough to present a comprehensive view of the area of study.

Scope and Sequence:

This is the actual planning of the range and order of the amount of information to be shared with students of a specific age group during any given class period. Sequence represents the order in which the entire course of study will be taught during the course of the year and further over the course of six years. The sequence guards the curriculum planners against unnecessary repetition of topics and the scope helps the teachers prepare each lesson at the level of understanding and maturity of the target audience. The depth and maturity of a well-developed and pedagogically conceived curriculum grows with each lesson and attempts to offer fresh challenges to both teachers and students.

Bibliography:

This section contains the recommended books for each subject at each grade level. Most of the textbooks and workbooks listed have been prepared and published by IQRA' International Educational Foundation as an integral part of its; '*Comprehensive and Systematic Program of Islamic Education*'. Each topic of the curriculum is covered in the recommended textbook and accompanying workbook. Within the last ten years, the field of Islamic literature for children has made tremendous progress and the number of books available has grown many-fold. Some of these relevant books have also been recommended as further reading.

At the end of the syllabus, a bibliography of children's books on Islam and Muslims has been provided for the teachers and parents to obtain for their children's enrichment and enjoyment. Insha Allah, our young children will grow to be fine examples of *Muttaqi' Mu'minun*.

Field Testing:

The entire syllabus has been thoroughly tested in a formal school setting under the direct supervision of in-house educators at IQRA' International Educational Foundation. It is only after suggestions and corrections made by cooperating school teachers and editors have been incorporated into this work that the present manuscript is ready for use in the classroom.

Aqidah and Fiqh

-The understanding and knowledge of Islamic law-

The Philosophy

Fiqh is defined as "understanding and knowledge." Thus, *Fiqh* is actually a branch of knowledge that defines and clarifies the Islamic way of worship and living. Generations of great scholars, *Fuqaha*, have worked to define and interpret Islamic laws in the light of the Qur'an and *Sunnah* of Rasulullah (S).

As *Fiqh* pertains to the law of all Muslim practices at every stage of life, children, too, should be well-versed in the science of *Fiqh*. They should learn and adopt the right conduct, *Ma'ruf*, and refrain from that which is wrong, *Munkar*.

During the early grades, emphasis should be placed on education and training in Islamic ways of living our lives. Islamic beliefs should permeate every phase of the curriculum. The teachers and principal should be models of *Mu'minun*, guiding the younger generations. At the elementary level, the syllabus focuses on the very basic laws and practices of Islam, as agreed upon by the scholars (*Al-Fuqaha*) of all the major schools of *Fiqh*. Emphasis here is on the development of basic concepts of *Iman* and Islamic practices. Children are helped to develop their identity as Believers (*Mu'minun*). They are trained to incorporate Islamic etiquette and manners into their daily activities.

We at IQRA' believe that the foundation of Islamic etiquette and manners should be laid at an early age. As such, these concepts are an integral part of the *'Aqidah* and *Fiqh* curriculum at each grade level.

Special attention is paid to helping children develop a habit of using Islamic vocabulary in their conversations with family and friends both at home and in the school. This helps them to remember Allah (SWA) many times during the day. It also aids in identifying themselves with the other members of the *'Ummah*, speaking the same language and practicing the same moral behavior.

The Primary goal of IQRA's Islamic educational program is to help our young children grow to be the finest examples of Islamic behavior in practice and to become valuable members of their communities. Indeed, Allah (SWA) enjoins this duty upon us in the Qur'an:

(ARABIC TEXT)

And let there be from among you a nation

Who invites to goodness and enjoins right conduct,

And forbids indecency.

Such are those who are successful.

(Al-Imran 2:104)

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Grade 3

'Aqidah and Fiqh

Goal One:

Conceptual Development of Iman

A gradual development of the schema of *Tawhid*, *Risalah*, the Scriptures, the Angels, the *Qiyamah* and the *Akhirah* during the course of six years.

Statement of Performance Objectives	Examples
The Students will: Expand their schema of and begin to see	Ninety nine names of Allah (SWA) their

the relationship between Allah (SWA) - our Creator, and His Creations.	meaning and implications. Memorize ten names and their meanings in English.
Feel thankful to Allah for His generosity, kindness, care and love. Ask for Allah's guidance and protection.	Learn the <i>Ad'ayah</i> of thanks to Allah (SWA) e.g. <i>Surah Al-Fatihah</i> , sing <i>Hamd</i> in praise of Allah (SWA).
Understand that we cannot see many of Allah's creations, like angels, but that they do exist.	Read the following verse about angels: <i>Al-Fatir</i> (35:1)
Learn the name of some of the angels and their duties.	Angels <i>Jibril</i> , <i>Mika'il</i> , <i>Israfil</i> , and <i>Izra'il</i> , <i>Kiraman Katibin</i> (The Honorable Recorder of the Deeds: See <i>Surah al-Qaf</i> 50:17-18)
Expand upon their knowledge of the Prophets of Allah (AS) - For example Allah has sent prophets to every people, with the same message. Muhammad (S) was the last prophet of Allah (SWA).	Name and discuss some of the prophets mentioned in the Qur'an, especially those whose biographies and teachings are known to the children through their Islamic History courses.
Understand that the Qur'an is the last book of guidance for all human beings.	Discuss the Qur'anic <i>Ayat</i> relating to a topic of common interest and act upon it e.g. <i>Surah Al-Anfal</i> (8:3-4). Possibly hold canned food drive or fund raisers for the poor.
Begin to think about the Akhirah and Day of Judgement. Learn to be responsible for their actions and learn accountability.	Learn to practice obedience to Allah (SWA), and understand rights of their parents, community, environment and world, etc.

Grade 3

Aqidah and Fiqh

Goal Two:

Islamic Ways of Worship

Salah, Saum, Zakah and Haj

Statement of Performance Objectives The Students will:	Examples
Begin to understand their responsibilities towards Allah (SWA).	Responsibility of prayers in the Qur'an (4:103, 51:56, 29:45).
Learn the preparations for <i>Salah</i> , and follow the <i>Adab</i> of <i>Salah</i> . Begin to offer prayer regularly.	<i>Wudu'</i> , <i>Niyah</i> , peace and quiet, cleanliness, etc. Calmness, no pushing or pulling, straight lines, remembering Allah (SWA) etc.
Learn that Ramadan is a month of <i>Ibadah</i> and <i>Barakah</i> for Muslims.	Mold their behavior and watch their actions and intentions in Ramadan.
Study some of the necessary conditions of <i>Fard</i> fasting.	Age, health, timing, etc.
Learn the necessary steps of fasting.	<i>Niyah</i> , refrain from drinking and eating from dawn to sunset, refrain from anger and other undesirable acts. Spend time in remembering Allah (SWA) and in doing good deeds.
Know the meaning of thanking Allah (SWA) and celebration of <i>'Id</i> .	Join family, friends, and community in the celebration of <i>'Id</i> .
Expand their knowledge of <i>Zakah</i> as an <i>Ibadah</i> for Muslims.	Meaning of <i>Zakah</i> : to purify. Compulsory for all Muslims that have enough money.

Learn the importance of sharing in Islam.	Caring for the poor and needy.
Learn the important steps of the <i>Haj</i> .	<i>Niyah, Ihram, Tawaf, stay in Mecca and Arafat, stop in Muzdalfah, stoning of the Shaitan, sacrifice of animals, shaving the head, ect.</i>

Grade 3

Aqidah and Fiqh

Goal Three:

The Permitted and The Prohibited

The *Halal* and *Haram* in the Islamic *Shari'ah* as it relates

To the belief, action and behavior of every Muslim.

Statement of Performance Objectives The Students will:	Examples
Learn <i>Iman Mufassal</i> and understand its meaning and implications.	Recitation with understanding of basis of Iman and faith for Muslims. Practicing the faith.
Know that Muslims should fast in the month of Ramadan and should not fast on certain other days such as the days of <i>'Id</i> .	Follow some of the (<i>Adab</i>) etiquette of fasting with teachers and parents.
Learn that all alcoholic beverages are prohibited.	Name of some of the prohibited alcoholic beverages.
Learn that Allah (SWA) is the Sustainer and Provider of every living human being on earth.	Natural sources of food, drink and fresh air, which are the key elements for life.
Learn that Allah (SWA) has asked us to dress modestly.	Observe modesty in dressing, covering their bodies, etc.
Develop a schema of right and wrong actions: we should adopt the right actions and abandon the wrong ones.	Patience, understanding, modesty, etc.

<p>Learn that sources of right and wrong for Muslims are only the Qur'an and the <i>Sunnah</i> of Prophet Muhammad (S).</p>	<p>Learn some <i>Ahadith</i> that are related to our behavior.</p>
<p>Learn Islamic manners of sitting, standing and speaking with others using Islamic vocabulary.</p>	<p>Islamic greetings, shaking hands, using the right hand for eating and drinking, paying attention and listening during conversation with others.</p>

Grade 3

Aqidah and Fiqh

Goal Four (contd.):

Islamic 'Adab and Akhlaq

'Adab of personal and social life for Muslims as derived from the Qur'an and *Sunnah* of Prophet Muhammad (S)

Statement of Performance Objectives The Students will:	Examples
Learn the 'Adab of going to bed.	Pray ' <i>Isha</i> ' before going to bed, preferably go to bed with <i>Wudu</i> ', recite <i>Du'a</i> '.
Learn about various impurities and ways to clean and purify oneself.	Impurities such as blood, pus, urine, intoxicants, excrement; proper bath (<i>Ghusl</i>) is a requirement for purification.
Learn the etiquette of eating with others.	Begin with <i>Du'a</i> ', eat slowly - not greedily, invite visitors and guests to join in the meal, eat with the right hand.
Learn the 'Adab of drinking.	Drink only permitted drinks, hold the drink with the right hand, drink slowly without gulping; preferable to sit while drinking, etc.
Learn the 'Adab of behavior in the <i>Masjid</i> .	Using <i>Masjid</i> for prayers and recitation of <i>Qur'an</i> - not for games and running, listening to the <i>Adhan</i> quietly and responding to the call for prayer.

Learn the <i>Adab of Salah</i> .	Offer prayer in a state of <i>Wudu'</i> only, offer the <i>Salah</i> in <i>Jama'ah</i> , do not look around, straight lines, do not push, follow the Imam and pay attention to the words being recited, do not rush through the <i>Salah</i> .
Develop a special understanding of the <i>Qur'an</i> as the Book of Guidance.	Treat the <i>Qur'an</i> with respect, perform <i>Wudu'</i> before reading it, keep it in a clean place and in proper condition.

Grade 3

Aqidah and Fiqh

Goal Four:

Islamic 'Adab and Akhlaq

'Adab of personal and social life for Muslims as derived from the Qur'an and *Sunnah* of Prophet Muhammad (S)

Statement of Performance Objectives The Students will:	Examples
Have an established belief in the <i>Shahadah</i> , <i>Tawhid</i> and <i>Risalah</i> .	Believe in the Oneness of Allah (SWA) with full conviction, become familiar with the life and example of Muhammad (S).
Parents are to be respected and obeyed.	Help parents, bring them gifts, do not argue with them.
Keep in touch with relatives.	Visit relatives and write them letters, listen to family history from elders.
Develop friendly relations with Muslims and non-Muslim neighbors.	Visit and help neighbors, invite them over to play and have dinner, etc.
Develop honest and healthy friendships.	Play with other children in a friendly manner, invite them to your house for parties and <i>Iftar</i> .
Learn to entertain and treat the guests respectfully.	Make them feel comfortable and "at home", offer them food and spend time with them, entertain them and take care of them.
Learn the 'Adab of visiting relatives and friends.	Ask permission before entering the house, greet the host properly, etc.

Know that visiting a sick person is <i>Sunnah</i> .	Ask permission from the family and hospital staff, do not stay too long, pray for their health, send a card if it is not possible to visit.
Know and practice the rules of cleanliness for Muslims.	Brush teeth and wash face, hands and feet first thing in the morning, perform <i>Wudu</i> .

Grade 3

Aqidah and Fiqh

Third Grade Curriculum:

Scope and Sequence

1. Islamic Identity

Characteristics of a Believer (intrinsic and extrinsic)

Concept of Islamic brotherhood

Concept of the Muslim *'Ummah*

2. Beliefs of Muslims

Iman Mufassal

Shahadah:

Belief in the Oneness of Allah (SWA)

Inculcation of faith in *Tawhid*

Ninety nine Names of Allah (SWA)

Thankfulness to Allah (SWA) for His generosity and kindness

Shahadah

Belief in the Angels of Allah (SWA):

Angels are the creation of Allah (SWA)

Attributes of the Angels (made of light, no free will, may change shape, invisible to humans)

Duties of Angels

Names of the four Archangels (*Muqarrabun*)

Duties of the four Archangels

They constantly worship and praise Allah (SWA)

They follow Allah's commands without question

Belief in the *Rusul* (prophets) of Allah (SWA)

Distinguish between the terms *Rasul* and *Nabi*:

Risalah: Allah's way of educating human beings

Rasul: the interpreter of Allah's Will

All *Rasul* were human beings like us

The prophets of Allah (SWA) are models for us to follow

Allah (SWA) has sent His prophets to every *'Ummah*

All prophets brought the same message of Islam from Allah (SWA)

We must believe in all of His prophets

We cannot place more importance on one Prophet over the others

Prophet Muhammad (S) was the last prophet of Allah (SWA)

Belief in the Revealed Books

The Books of Allah (SWA)

Meaning of *Wahi* (Revelation) and Revealed Book

Why and how the *Wahi* took place

Some Revealed Books mentioned in the Qur'an

All Revealed Books brought the same message from Allah (SWA)

Muslims should believe in all of the Revealed Books

Human interference with the pure message of Allah (SWA) in the Revealed Books

Qur'an is the last Revealed Book of Allah (SWA)

Qur'an is the Book of Guidance and Truth for all of Mankind

The Qur'an is protected by Allah (SWA): no one can change it

The Qur'an confirms the Books revealed before its own revelation

The teachings of the Qur'an are the only solution for all human ills

Those who follow the Qur'an will be blessed on the Day of Judgement

Belief in the life After Death (*Al-Akhirah*)

Concept of *Al-'Akhirah*: life after death is ever-lasting

Importance of the belief in *Al-'Akhirah*

Belief in *Al-'Akhirah* helps us to lead a pious life in this world

Disbelief in *Al-'Akhirah* is denying the existence of Allah (SWA)

Characteristics of people who believe in *Al-'Akhirah*

Characteristics of people who refuse to believe in *Al-'Akhirah*:

- disbelief in Allah's power
- Worldly-minded
- Lost in the wealth and other worldly pleasures

- *Kafir and Mushrik*

Belief in the Day of Judgement (*Qiyamah*):

The Day of Judgement

The *Sur* and its importance

The condition of the earth and sky on the Day of Judgement

The chaos

Every one will be responsible for his or her actions

Allah's Judgement

People of Iman will be rewarded

Kuffar will be punished

Some of the Qur'anic *Ayat* describing the Day of Judgement

Al-Qadr: the Power, Knowledge and Planning of Allah (SWA)

Allah (SWA) is the Creator of everyone and everything

He is All-Knowing

Nothing happens without His knowledge or permission

Human beings are given the freedom to choose their actions

Human beings will be judged according to the actions that they choose to do

3. Muslim Etiquette

Obedience to Allah (SWA):

Obey His commands

Praise Allah (SWA)

Pray only to Allah (SWA)

Remember Allah (SWA) at all times

Do not break the boundaries set by Allah (SWA)

Spend in the way of Allah (SWA)

Muslims should not follow:

Wrong desires or temptations

Iblis: The Satan

Those who are lost

People who are jealous of others

The ignorant people

Those who are cruel

Obedience to Prophet Muhammad (S):

Muslims should believe in Prophet Muhammad (S) as the last prophet of Allah (SWA)

Muslims should obey the Prophet Muhammad (S)

Muslims should love the Prophet (S) more than their own selves

Muslims should always invoke *Salam* (and *Durud*) on the Prophet Muhammad (S)

Rights of the Qur'an:

Handle the Qur'an only after performing Wudu

Read the Qur'an regularly

Read it correct (with Tartil)

Listen to the Qur'an quietly and attentively

Understand the teachings of the Qur'an

Follow the teachings of the Qur'an

Rights of Parents:

Accept that parents have certain rights over their children

Show kindness to parents

Spend money on parents

Address them respectfully

Pray to Allah (SWA) for their blessing and forgiveness from sins

Interaction with Others:

Accept the differences in the human race; do not make fun of others because they are different

Make peace between Muslims

Respect the rights of others

Keep the company of truthful people

Practice kindness

Share the wealth of this world

Use this world for the life after death

Relationship with the environment:

Make an effort to conserve the earth's natural resources

Recycle waste

Save the forests, the marshes and waterways

Work to protect the ecosystem

Avoid waste

Save resources, including energy

Be thankful to Allah (SWA) for giving us this beautiful world

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