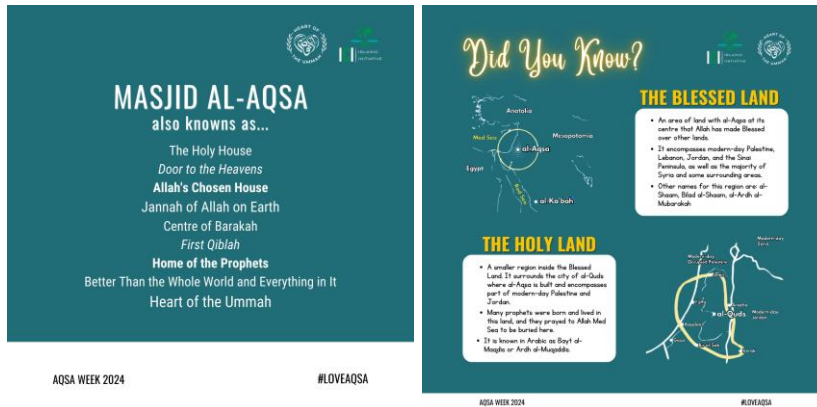


Poster Activities for Al Aqsa Week for Middle Schoolers

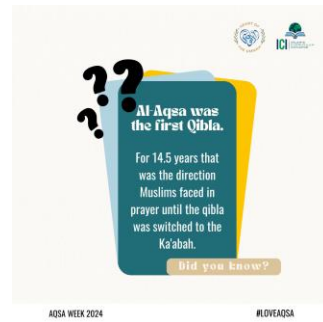
Poster 1:



Activity 1 for Poster 1: Create a Diorama of Masjid al-Aqsa

1. Provide students with materials like cardboard, colored paper, glue, and small figurines.
2. Ask students to research and gather information about the different names and significance of Masjid al-Aqsa.
3. Instruct them to create a diorama that represents Masjid al-Aqsa and incorporates the various names and attributes associated with it.
4. Encourage creativity by allowing students to add elements that symbolize the spiritual and historical importance of the mosque.
5. Have students present their dioramas to the class, explaining the significance behind each element they included.

Poster 2:



Activity 1 for Poster 2: Qiblah Compass Craft

1. Provide students with materials such as cardboard, markers, colored paper, and a small magnetic compass.
2. Begin by explaining the historical context of Al Aqsa being the first Qiblah and the subsequent shift to the Ka'abah.
3. Instruct students to create a Qiblah compass using the cardboard as the base. They can draw or cut out representations of Al Aqsa and the Ka'abah on the compass.
4. Attach the magnetic compass to the center of the cardboard, allowing it to move freely.
5. Encourage students to label and decorate their compasses, symbolizing the transition from Al Aqsa to the Ka'abah as the Qiblah.
6. Discuss the significance of the Qiblah shift during a class presentation, allowing students to explain their compass designs.

Activity 2 for Poster 2: Timeline of Qiblah Shift

1. Provide students with a large timeline template, markers, and images representing Al Aqsa and the Ka'abah.
2. Ask students to research and create a timeline that illustrates the historical events surrounding the Qiblah shift.
3. Instruct them to include key dates, images, and brief descriptions of the events leading up to and following the change in the Qiblah direction.
4. Encourage creativity by allowing students to use colors and symbols that represent the significance of each event on the timeline.
5. Have students present their timelines to the class, emphasizing the importance of understanding the historical context of the Qiblah shift in Islamic prayer.

Poster 3:



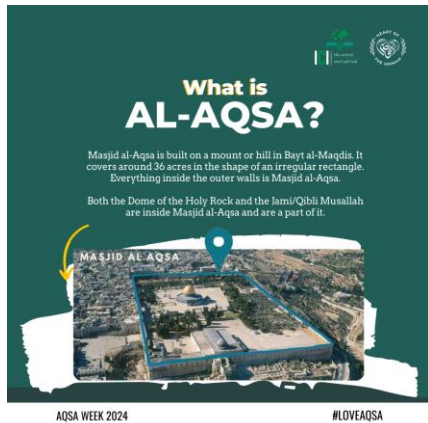
Activity 1 for Poster 3: Model Drawing Activity:

1. Provide students with materials such as paper, and markers.
2. Instruct them to create a drawing of Al-Ka'bah and Al-Aqsa based on the mentioned qualities.
3. Ask students to pay attention to the proportions and shapes of the foundations, ensuring they reflect the shared qualities mentioned.
4. Encourage creativity and attention to detail in representing the special boundaries and features of both masjids.
5. Once the drawings are complete, students can present their creations to the class, explaining the significance of each element based on the qualities mentioned.

Activity 2 for Poster 3: Mapping and Research Activity:

1. Divide students into small groups and provide each group with a large map or atlas that includes the locations of Al-Ka'bah and Al-Aqsa.
2. Ask each group to mark the locations of these two masjids on the map and trace the routes that Prophets took as they interacted with these two Houses of Allah.
3. Instruct students to research historical and geographical information about the construction, significance, and events related to Al-Ka'bah and Al-Aqsa.
4. Have each group prepare a presentation summarizing their findings, highlighting the shared qualities mentioned.
5. Encourage discussions on the importance of these masjids in Islamic history and their role as Qiblahs.

Poster 4:



Activity for Poster 4: Al Aqsa Poster and Presentation

Materials:

- Poster boards or large sheets of paper
- Markers, colored pencils, and art supplies
- Research materials on Masjid al-Aqsa
- Presentation materials (e.g., slides or cue cards)

Instructions:

1. Assign each student to research a specific aspect of Masjid al-Aqsa, such as its history, cultural significance, or architectural features.
2. Instruct students to create a poster that includes information, images, and illustrations related to their assigned aspect.
3. Encourage creativity and neat presentation on the poster board.
4. Once the posters are complete, have students prepare short presentations to explain their chosen aspects of Masjid al-Aqsa to the class.
5. Allow time for questions and discussions after each presentation.

Poster 5:



Activity 1 for Poster 5: Dome Design Comparison

Materials needed:

- Drawing paper
- Colored pencils, markers, or crayons

Instructions:

1. Provide each student with a sheet of drawing paper.
2. Ask them to create visual representations of the Dome of the Rock and Al-Qibli Mosque based on the provided information.
3. Emphasize the differences in the domes' colors and locations.
4. Encourage students to be creative in depicting the architectural details of each structure.
5. Once completed, students can share their drawings and discuss the unique features of each mosque.

Activity 2 for Poster 5: Activity 2: Virtual Tour Planning

Materials needed:

- Computers or tablets with internet access
- Drawing materials (optional)

Instructions:

1. Divide the students into small groups.
2. Assign each group either the Dome of the Rock or Al-Qibli Mosque.

3. Instruct the groups to plan a virtual tour of their assigned mosque, considering the provided information about each mosque's characteristics and history.
4. Have students research additional details about the architectural features, significance, and cultural aspects of their assigned mosque.
5. Ask each group to create a virtual tour itinerary, including specific points of interest, historical facts, and any unique aspects they find during their research.
6. Optionally, students can use drawing materials to sketch or design a virtual tour map that highlights key locations within their assigned mosque.
7. Once the virtual tour plans are complete, each group can present their itinerary to the class, explaining the notable features and differences between the Dome of the Rock and Al-Qibli Mosque.

Poster 6:



Activity 1 for Poster 6: Heroic Biographical Posters

Materials needed:

- Poster boards
- Markers, colored pencils, or crayons
- Descriptions of Yusha bin Noon, Prophet Dawood, Umar Faruq, Salahuddin, Abdul Malik, Abdul Hamid, and Nuruddin
- Glue

Instructions:

1. Assign each student one of the Muslim liberators and defenders of Al-Aqsa listed.
2. Provide each student with a poster board, markers, and descriptions of the assigned historical figure.
3. Instruct students to create a biographical poster that highlights key information about their assigned hero, such as birth and death dates, significant achievements, and their role in defending Al-Aqsa.
4. Encourage students to use creative elements, such as illustrations or symbols, to represent the heroic deeds of their assigned figure.
5. Once the posters are complete, have students present their work to the class, sharing interesting facts about the Muslim liberator or defender they researched.

Activity 2 for Poster 6: Role-Playing Historical Scenarios

Materials needed:

- Costumes or props (optional)
- Script templates (provided or created by students)

Instructions:

1. Divide the students into small groups, assigning each group one of the Muslim liberators and defenders of Al-Aqsa.
2. Ask each group to research and create a short role-playing script that depicts a significant historical scenario involving their assigned hero.

NOTE: The scene can be depicted, but not necessarily the hero mentioned.

3. Encourage students to be creative in developing the script, considering dialogue, setting, and historical context.
4. Optionally, provide costumes or props to enhance the role-playing experience.
5. Allow each group to perform their role-playing scenario for the class, bringing the historical events to life.
6. After each performance, open the floor for discussion, allowing students to reflect on the heroic actions of the Muslim liberators and defenders of Al-Aqsa.

Poster 7:



Activity 1 for Poster 7: Prayer Flags for Al-Aqsa

Materials needed:

- Colored fabric or construction paper
- Markers, fabric markers, or fabric paint
- String
- Hole punch
- Glue or tape

Instructions:

1. Provide each student with a piece of colored fabric or construction paper.
2. Instruct students to write or draw their prayers and supplications for Al-Aqsa on the fabric using markers, fabric markers, or fabric paint.
3. Encourage creativity in expressing their prayers, including illustrations or symbols that represent their heartfelt wishes for Al-Aqsa.
4. After completing the prayer flags, use a hole punch to create holes at the top corners of each flag.
5. String the flags together using a piece of string, creating a decorative and meaningful prayer banner for Al-Aqsa.
6. Hang the prayer flags in a designated area within the classroom or school, allowing students to reflect on their collective prayers for the protection and liberation of Al-Aqsa.

Activity 2 for Poster 7: Dua Art Collage

Materials needed:

- Magazines or printed images
- Scissors
- Glue or tape

- Poster boards or large paper
- Markers or colored pencils

Instructions:

1. Ask each student to find images in magazines or printouts that represent their prayers for Al-Aqsa.
2. Instruct students to cut out the selected images and create a collage on a poster board or large paper.
3. Encourage students to arrange the images in a way that visually communicates their dua (prayers) for the protection and liberation of Al-Aqsa.
4. After arranging the images, students can use markers or colored pencils to add personal touches, such as additional drawings or written prayers.
5. Allow students to share their dua art collages with the class, explaining the significance of each chosen image and expressing their heartfelt prayers for Al-Aqsa.

Poster 8:



Activity 1 for Poster 8: Interactive Timeline Construction

Materials needed:

- Large paper or poster board
- Markers, colored pencils, or crayons
- Index cards or small pieces of paper
- Glue or tape

Instructions:

1. Divide the students into small groups.
2. Assign each group one of the Prophets mentioned in relation to Al-Aqsa.
3. Provide each group with a large sheet of paper or poster board.
4. Instruct students to create an interactive timeline that highlights the significant events and connections between the mentioned Prophets and Al-Aqsa.
5. Have students use index cards or post-its to write down key information about each Prophet's association with Al-Aqsa, including building, fighting for, or having a significant role related to the mosque.
6. Encourage creativity in illustrating the timeline and connecting events through drawings or symbols.
7. Once completed, have each group present their interactive timeline to the class, explaining the chronological order of events and the roles of the Prophets in the history of Al-Aqsa.

Activity 2 for Poster 8: Storyboard Narration

Materials needed:

- Large sheets of paper or poster boards
- Markers, colored pencils, or crayons
- Index cards or small pieces of paper

- Glue or tape

Instructions:

1. Divide the students into small groups.
2. Assign each group one of the Prophets mentioned in relation to Al-Aqsa.
3. Provide each group with a large sheet of paper or poster board.
4. Instruct students to create a storyboard narrative that visually represents the key events involving their assigned Prophet and Al-Aqsa.
5. On each section of the storyboard, students should draw scenes that depict important moments in a symbolic way that does not depict the actual Prophets.
6. Have students use index cards or small pieces of paper to write brief descriptions or captions for each scene on the storyboard.
7. Encourage creativity in illustrating the storyboard, and emphasize the chronological order of events.
8. Once completed, each group can present their storyboard to the class, explaining the significance of each scene and how it connects to the Prophet's role in the history of Al-Aqsa.