

ICI Lesson Plans

<p align="center">Strand title</p> <p>Palestinian Olive Tree Heritage, Forced Famine, and Food Security</p>	<p>Grades: 7 - 12</p>
<p>Topic:</p> <p>Food Security from an Islamic Perspective:</p> <ul style="list-style-type: none"> ● Define food security as a basic right in Islam. ● Understand the strategies of the Prophet (saw) in ensuring food security. 	<p>Team Members:</p> <p>Muhammad Vahed Uzma Ahmed</p>
<p>Key Concepts:</p> <p>Islam has clear guidelines on food security and defines strategies for acquiring it at the individual, societal, and political levels.</p>	<p>Lesson 1 of 2</p>
<p>Learning Objectives:</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ● Define that food is a basic right in light of Islamic sources ● Understand how the policies adopted by Prophet Muhammad (saw) ensured food security in Madinah. ● Discuss the collective responsibility in meeting the basic needs of society. 	<p>Vocabulary - Key Terms</p> <ul style="list-style-type: none"> ● Food security ● Basic needs ● Hijra – The migration of Muslims from Makkah to Madinah to live under Islam. ● Muhajireen- The Muslims from Makkah who migrated to Madinah ● Ansar - The Muslims of Madinah who gave their full support to the Prophet (saw) at the Second Pledge of Aqaba.
<p>Learning Outcomes:</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> ● Discuss why food is a basic right. ● Recall the Islamic methods to achieve food security. ● Reflect on the importance of collective responsibility in meeting the basic needs of society. 	
<p>Cross-curricular links:</p>	

Introduction: Show slides of the fruits and vegetables grown in Palestine. Recall from Lesson 1 the restrictions placed on farmers that affect the availability of food.

Part 1

Explore the ways in which the following Hadith sheds light on the fundamental rights to which every human being is entitled. Display the hadith on the board or somewhere where students can read it and continue to look back at it as they reflect on it. Read aloud together:

Hadith: 'Uthman bin 'Affan (May Allah be pleased with him) reported: The Prophet (ﷺ) said, "There is no right that the son of Adam is more entitled to other than these (four) rights: A home to live in, a garment to cover his nakedness, a piece of bread, and water." [At-Tirmidhi- 2341].

Discussion Questions:

1. Why do you think other things are not mentioned in the Hadith, such as any transport or other items that you might use daily?

- Encourage students to think about the essentials mentioned in the Hadith and discuss why they might be highlighted over other needs.

2. Do you think that this is a request or a command?

- Prompt students to consider whether the Prophet is suggesting or commanding the fulfillment of these basic needs and how the wording of the Hadith indicates the level of importance.

3. Do you know of any place in the world where these basic needs are met for all people?

- Encourage students to think both locally and globally. Discuss if they know of any societies or places where these fundamental needs are universally met.

4. Why do you think the Hadith uses the words 'the son of Adam'?

- Explore the significance of the phrase 'son of Adam' and what it implies about the universality of these rights for all human beings.

Draw Conclusions

This Hadith serves as a reminder that Muslims are commanded to ensure the fulfillment of the basic rights of every individual in their society.

Help students arrive at this conclusion by doing a "Think-Pair-Share" on the following questions:

- Do these rights apply to non-Muslims in a Muslim country?
- Do these rights apply to Muslims who are in a secular country?
- Do these rights apply to someone who committed a grave crime?

Ask for a few students to share their answers with the whole group and explain how they arrived at their answer in relation to the hadith.

Next: Ask the students: What does it mean to have a right to something?

-Teachers should scaffold students to understand that when someone has a right, it also implies that someone else (or some entity) has a responsibility to fulfill it. This could again be achieved through a think-pair-share assignment.

Part 2: Food insecurity in Gaza today

- Ask the students to define food security.
- Did the population of Gaza have food security before the current war? Provide statistics to illustrate.
- What is forced famine? Why are the people of Gaza eating grass and animal feed?

Part 3: Case study – Food security in Madinah at the time of the Prophet (saw)

Explain: The Hadith above serves as a foundation for the policy adopted by the Prophet (saw) of fulfilling the basic needs of all citizens of Madinah. We will look at food.

The Hadith states that every individual, regardless of any factor, including: citizenship, gender, religion, age or wealth, has the right to access food. Ensuring food security therefore is a collective responsibility of society, involving both citizens and government. This obligation is underscored by the divine decree of Allah and should therefore be considered a top social priority.

Prophet Muhammad (saw) ensured everyone in Madinah had enough food by adopting the following policies.

1. Brotherhood - When the Muhajireen arrived in Madinah, he paired them with the Ansar, who had the means to support them. This meant the local people shared their things, including food, with those from elsewhere.

2. Sadaqah - The Prophet encouraged people to share what they had with others. Some gave extra money or food voluntarily, motivated by the following Hadith.

“The best charity is to satisfy a hungry person.” (Sunan Ibn Majah, Hadith No. 1842. He also said, “No wealth (of a servant of Allah) is decreased because of charity.” (Al-Tirmidhi, Hadith No. 2247)

3. Zakat – This is one of the five pillars and is only for eight types of people. Through Zakat, the weakest in society are supported in meeting their basic needs.

“When you pay the Zakat, you have fulfilled what is required of you.” (Al-Tirmidhi, Chapter 7, No. 618)

“Zakat purifies one’s wealth” (Sahih Bukhari)

4. Agricultural policy - The Prophet advocated and provided support for self-sufficiency in this regard. By growing their own food, the people of Madinah were able to ensure an adequate food supply without relying on the resources of the state.

5. Collective responsibility – The whole society became conscious of their responsibility to their neighbors.

Ibn Abbas reported: The Prophet (saw) said, “He is not a believer whose stomach is full while the neighbor to his side is starving.” Source: al-Sunan al-Kubrā lil-Bayhaqī 19668

By doing these things, Prophet Muhammad (saw) ensured that everyone in Madinah had enough food to eat and worked together to take care of each other.

Conclusion

Islam ensures that the basic needs and rights of all people are met through the policies outlined in the Qur'an and Sunnah.

They are the foundation of the comprehensive economic and social system of Islam.

Palestine is one of the many countries suffering food insecurity due to man-made economic policies.

Activity 1: Exploring Prophet (saw)'s Policies

- Divide the class into small groups.
- Assign each group one of the policies adopted by the Prophet to ensure food security (brotherhood, Sadaqah, Zakat, agricultural policy, collective responsibility).
- Ask learners to gather visuals and information for each policy from Hadith and Sirah books..
- In their groups, students discuss and prepare a short presentation on their assigned policy, focusing on its implementation and impact on food security.

Activity 2: Group work

- Each group presents their findings to the class, explaining how the assigned policy contributed to food security in Madinah.
- Encourage students to ask questions and engage in discussions after each presentation.

Activity 3: Reflective Writing

- Ask students to reflect on the collective responsibility emphasized by the Prophet in the context of food security.
- Each group creates a visual representation (drawing or infographic) depicting the importance of a government’s comprehensive policy in meeting society's basic needs.

Qur'an and Sunnah links:

Mentioned above.

Hadith reference-

<https://www.abuaminaelias.com/dailyhadithonline/2012/06/16/all-people-basic-huquq/>

Assessments:

Formative assessment through class participation.

Resources and Materials:

PPT Slides 1 - 18

Additional notes:

What is food security?

Food security refers to the condition where all people, at all times, have physical, social, and economic access to sufficient, safe, and nutritious food that meets their dietary needs and food preferences for an active and healthy life.

Key components:

1. Food availability: There should be sufficient food available at all times. This includes the quantity of food produced or imported and the variety needed to provide a nutritious diet.
2. Access to food: Access to food means that people have the means to obtain and use food. This can include physical access (proximity to food sources) and economic access (having the financial means to purchase food).
3. Food utilization: This refers to how the body uses the food it consumes. It includes proper nutrition, i.e. the body's ability to absorb and use the nutrients in food, which is affected by factors such as illness, dietary choices and food preparation.
4. Stability: Stability of the other three dimensions (availability, access and use) over time. This means that people should not be at risk of losing access to food due to sudden shocks (such as economic crises or natural disasters) or cyclical events (such as seasonal changes in food production and prices).

Food security is essential for health, energy and general well-being. When people are food secure, they can lead productive lives and contribute to their communities. Lack of food security can lead to malnutrition, which affects physical growth, mental development and the ability to fight disease. Ensuring food security is a complex challenge, involving agriculture, trade, economic policy, social policy and environmental management.