

ICI Lesson Plans



Strand title	Grade: 9-12
Background: How to use Ramadan, fasting, and food to increase connection and action for our brothers and sisters in Palestine.	Team Members:
Topic: Fasting and Palestine	Lessons: 1/2
Key Concepts: Using our hands for connection and action in Ramadan.	
Learning Objectives: To make students aware that we are connected to Palestine as an Ummah, achieved through the motif of hands, food, and dua.	Vocabulary - Key Terms
Learning Outcomes/ Every Student Will Be Able To: Brainstorm and execute a plan of how to help with the desperate shortage of food in Gaza. Write and make a heartfelt dua for Gaza.	
Teaching Methods	
<p>Section 1</p> <p>Step 1/ Step 1: Introduce the lesson with the Intro slide</p> <p>Step 2/ Step 2: Ask the stands, "What do hands have to do with Ramadan?" Elicit Responses from the students (there are no correct answers).</p> <p>Step 3/ Slide 3: Show the hadith and ask the students who this should relate to most in our times The answer is Gaza. They are being killed en masse indiscriminately, banished from their homes, and starved. We should try to feel their pain during Ramadan and use it to help them. Explain that our hands are one of our limbs, and they will be the focus of this lesson on how we can connect with Gaza and help them.</p> <p>Step 4/ Slide 4: Show the slide and elicit answers for each picture:</p>	

We use our hands to eat

We use our hands to make dua

Step 5/Slide 5

Show the slide and explain that will explore how we can use food to connect and help our brothers and sisters in Palestine.

Step 6/ Slide 6

Discuss with your students how you feel at the end of a fast and how much relief you and people generally find in breaking their fast with an iftar and your favorite iftar meal.

Ask your students briefly about their experiences (they will share them in detail next).

Step 7/slide 7

Ask your students to share their feelings on:

How they feel after a difficult fast.

How they feel after a wonderful iftar.

Their favorite Ramadan food.

Elicitation methods

Think-pair-share: Ask the students to think about it for a minute, share it with a partner for two mins, and then share it as a bigger group for 3/4 minutes.

Padlet: before the class, create a padlet that the students can respond on and allow them to see responses on a central board or on their devices.

Generate an AI image of their feelings/ meals and share it with the class on a shared forum.

Step 8 /slide 8

Show students the different fasting lengths around some parts of the world and ask them where they think the fast would be easiest. Discuss the comparative easiness of Melbourne compared to Oslo.

Guide the students to realizing that the longer a fast is the harder it is.

Step 9 /slide 9

Tell the students that Gaza the fast will be perpetual for some people. 2/3 and 9/10 people say that they do not eat for 24 hours at a time.

Ask the students to imagine what it would be like to have a fast that never ends.

Step 10 /slide 10

Demonstrate the differences in Iftars that most of us eat compared to what the Gazans are currently eating.

Explain that the Gazans are being forced to pick wild plants to try and sustain themselves.

Show the video (click on the animal feed to play).

Ask the students to imagine eating grass and plants and animal feed bread for their iftar.

Step 11 /slide 11

Ask the students to say/write/draw how they feel about what their iftars compared to that of the Gazans.

Use your own judgement about how to most effectively and sensitively elicit this information. Many students will feel guilty or saddened by the difference.

Step 12 /slide 12

Show the students the hadith and tell them that although the situation is desperate, as believers we should not despair, but instead we should act and hope that Allah will change the situation.

Step 13 /slide 13

Organize the students into groups and tell them that they should brainstorm ideas on how they can connect with the Gazans.

Give the students a time limit (appropriate to your class duration) to generate ideas and tell them that what counts most is the *amounts of ideas they generate*, not the quality.

Step 14 /slide 14

After the groups have generated the idea for helping the Gazans elicit and scribe the ideas.

Each group should commit to enacted their favorite practical idea.

If your group needs help with idea generation you can guide with some of these ideas:

Eat less expensive iftars and give the difference to Gazan food aid.

Match whatever I spend on food in Ramadan to Gaza.

Ask my parents to give their sadaqa and zakat to Gaza this Ramadan.

Buy a food package for each fast that I do.

Section 2

Step 15/ Slide 15

Inform the students that will explore how we can use our hands this Ramadan to connect with our brothers and sisters through the worship of dua.

Steps/Slides 16-18

Explain to the students that dua is another way that we can connect with the Palestinians in Ramadan. Duas are especially acceptable in when we are fasting.

Display the evidence for the importance of dua on slides 15-17 with the Quranic ayat, hadith, and explanation that dua can change the [relative] decree of Allah.

Explain that this make dua an essential thing for us to do if we want to alleviate the distress of our brothers and sisters and give them victory.

Note: There are many more ayaat, ahadith, etc. that you can incorporate into this part of the lesson but these three things have been chosen for the sake of succinctness. Please feel free to add your own work.

Steps/ Slides 19-20

First elicit responses from the students about how they should make dua and create a brainstorm list about what they should make it for.

Allow responses about Gaza and Palestine only for this section to remain focused on the topic.

Concentrate particularly on what to make to dua for as a means of idea generation. Ensure to record the ideas in some manner with on physically or electronically.

When the brainstorm has finished use the next slide to give a methodology how to make dua.

Step 21/ Slide 21

Now ask the students to individually use the ideas that were generated and the methodology given to create a heartfelt dua that they will commot to making frequently during Ramadan (especially when breaking their fast and other times when duas are more acceptable).

For those willing, allow the students to share their duas, as other may be inspired or may make them also.

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This can be done by reading them out loud placing them on a wall/board, putting them on Padlet (or similar platform), or have the students put/read them on a social media platform.

Step 22/ slide 22

Review and evaluate the lesson and especially elicit any increased connection with our brothers and sisters that will lead to some kind of action for them.