

# A Teacher's Manual for The Book of the Mysteries of Charity

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# The Mysteries of Charity for Children Teacher's Manual

## GOALS

Teachers and students will:

- Read the *Book of Charity for Children*.
- Answer and discuss questions in the Workbook and choose activities from the provided chart or create one's own activities.
- Participate in community service activities.
- Be role models of good character to others around them.
- Learn the basic requirements of giving *zakat* and being charitable.
- Appreciate the pillar of *zakat* by understanding how charity and the virtues underlying the principles of *zakat* can help a person polish his or her spiritual Heart.

## TEACHER ETIQUETTE

- We must demonstrate to our children that we are applying the Ghazali Children's Series to ourselves and that we are willing to participate in the learning activities. We strongly recommend doing exactly what the children are expected to do, yourself.
- Make the lessons in this Series a regular conversation in your family/class, and/or share the lesson plans with the families of the children in your class clearly requesting that they incorporate the Series into their family life. (Parents will be included among those referred to as "teachers" in this manual.)
- You are key to nourishing the children's motivation as you gather them to learn in a *supportive* and *non-judgmental* environment, providing positive reinforcement for their efforts.
- Have realistic expectations based on each child's developmental level in helping the students perform virtuous habits and put into practice what they have been taught. Young children vary considerably in their understanding of questions and taking part in discussions.
- Be patient and encourage each student to be his or her highest self. Praise them often in their efforts to develop good character. Remember, you may not see all of the positive results of this Series until the children have grown into adults, but God-willing it will help establish a solid and positive foundation!

## GENERAL TEACHER SUPPLY LIST

- *Book of Charity* (for Adults), *Book of Charity for Children*, Workbook, Teacher's Manual,
- Materials for arts and crafts
- Materials for charity activities

## *A Teacher's Manual of Activities and Curriculum*

### **GENERAL STUDENT SUPPLY LIST**

- *Book of Charity for Children*, Workbook or photocopied Workbook pages, writing utensils. Fons Vitae grants permission to photocopy pages from the workbook as needed.

### **CLASS SCHEDULE**

- Read and answer the Pre-Reading Questions and familiarize children with the vocabulary list. (Blue Box)
- Read a chapter from the *Book of Charity for Children* aloud. If the children are young, it would be best to simply re-tell the story in your own words, appropriate for their age group.
- Read and answer the Post-Reading Questions. (Green Box)
- Read and discuss the Qur'an/*Hadith* Contemplation. (Green Box)
- Complete an activity from the chart or create your own.

**\*\*\*GUIDE TO USING COLOR CODED WORKBOOK  
AND TEACHER’S MANUAL\*\*\***

**CHAPTER HEADING IN YELLOW BOX**

**PRIMARY LEARNING GOAL IN RED BOX**

**PRE-READING QUESTIONS AND VOCABULARY IN BLUE BOX**

**Pre-reading Questions:** Basic questions about the upcoming reading and workbook questions are provided. The purpose is to draw out what the children already know. Based on the children’s pre-reading knowledge, you will be able to fill in knowledge gaps, correct any misunderstandings, and guide the children into deeper thinking to ensure they understand the core teaching.

**Vocabulary Words:** Children will identify the meaning of vocabulary words by filling in the blank from the “Word Bank.” You may provide definitions if the time is constrained.

**POST-READING QUESTIONS IN GREEN BOX**

- 1. Questions and Answers:** Children will answer Lesson Questions with or without a teacher’s help. Answers are provided for the teachers in this manual to help save time.
- 2. Qur’an or Hadith Contemplation:** One child will read aloud a related verse from the Qur’an or an *hadith*, and the other children will be asked to discover and explain connections to the current chapter questions.

**Activities for children seven years old and older in yellow.**

**Activities for children three to six years old in purple.**

CHOOSE AN ACTIVITY		
Artwork	Action	Skit or Theater
Creative Demonstration	Essay or Storytelling	Song
<b>***Young Children’s Activity in Purple Block***</b>	Class Project or Class Experience	Class Sharing

**Look for detailed instructions as needed here.**

## Chapter One Teacher Notes

**Primary Learning Goal:** Everything belongs to God ﷻ and is only a sacred trust on loan to us to care for and share with others. Giving *zakat* and charity helps polish our Hearts

### Answers to Pre-Reading Questions:

1. After reading and answering questions, children should understand the idea that they are being trusted with something that is being borrowed and will be returned.
2. Children should begin to distinguish needs versus wants and extra delights.
3. In answering this question, children should notice that animals and the rest of creation survive with only their needs met, and do not go into excess and wastefulness.

### Vocabulary Words:

**Amana:** A trust given by God for which we are responsible for using as He ﷻ has told us to do.

**Li Llah:** “For/Belongs” to God, a phrase meaning that everything belongs to God ﷻ and is done for His sake.

**Zakat:** A commandment from Allah ﷻ to give alms to the poor and needy once every year of the Islamic calendar. It is obligatory upon every adult Muslim of sound mind and means to pay 2.5% of their *nisaab* (wealth or savings after living costs, expenses etc).

**Nisaab:** Wealth and savings beyond one’s living needs which are taxable by *zakat*.

**Sadaqa:** Voluntary charity which includes all kinds of good deeds that purify one’s lower self.

**Faqir:** A poor person in the material sense but also a person who is spiritually empty for God.

**Greed:** An intense and selfish desire, especially for wealthy, power, or food.

### Answers to Post-Reading Questions:

1. Answers will vary.
2. Whatever God ﷻ gives to us is a sacred trust, or *amana*, No, Treat it well and return it. Evaluate child’s story based on how well the child is relating to the concepts in the Lesson Questions.
3. Choice b., Help children to relate this concept to *al-Adl* and *al-Karim*.
4. True, True, False, False
5. *Zakat* cleans your Heart.
6. Greedy.
7. From the *hadith*: “Say ‘Here, here,’ sharing with everyone in front, behind and to the both sides of you.

### Qur’an Contemplation:

Everything belongs to God ﷻ and is only a sacred trust on loan to us to care for and share with others. Giving *zakat* helps polish our Hearts.

# The Book of the Mysteries of Charity For Children Workbook

CHOOSE AN ACTIVITY	
Artwork/Craft: Blessings Tree Good Deeds Savings Bank	Make a Skit and Act it Out
Creative Demonstration: Candle and Rumi Poetry	Song: My Mom Is Amazing By Zain Bhikha (Story of an Orphan Girl) <a href="https://www.youtube.com/watch?v=bZE8noRaFDw">https://www.youtube.com/watch?v=bZE8noRaFDw</a> ***Appropriate for young children***
Class Project: Initiate Class Loan Game ***Appropriate for young children***	Personal Storytelling: When was a time that you noticed someone in need? What did you do?

## DESCRIPTION OF ACTIVITIES

### Artwork:

- **Blessings Tree**

List a few blessings. Where does each blessing come from? Go step by step until you understand how each worldly step was just the way God ﷻ sent this blessing. Draw a tree on a large sheet of paper. Write “Allah ﷻ” at the trunk of the tree, the worldly means on the branches and stems, and the blessings as the fruits. Can we ever have enough gratitude for all of this?

- **Good Deeds Savings Bank:**

Make a bank out of a shoe box. After each good deed that you do, write it down on a piece of paper and insert it into the bank. For example, after each prayer, each act of charity or each good behavior. Do this for one to two weeks. At the end open up the bank and look at all the papers. Reflect on how Allah will also “collect” all of your good deeds (and bad deeds) to see on Judgment Day.

### Skit and Play-acting:

- **Noticing Other People’s Need**

Form groups and make up a skit about learning to notice when someone else is in need of something. Demonstrate being self-absorbed at first, and then what it looks like to begin caring about someone else.

- **Winners versus Losers**

Make a small skit and play-act being one of the few completely *generous* people and then act out a story about a greedy person.

- **Blessing into Trial into Blessing**

Make up a story about how a blessing could actually be a trial. Then do the opposite, play-act a story where a trial helps polish someone’s Heart. How do life’s circumstance change depending on how we respond?

**Creative Demonstration: Candle and Rumi Poetry**

“A candle loses none of its light by lighting another...  
The candles are many but the light is One.”

Memorize this Rumi poem and write about its meaning. With an adult present, distribute candles to all the children. Stand in a circle, and let the children pass the light of one candle round ‘til all the candles in the circle are lit. Talk about how, by being generous to another child by lighting his/her candle, everyone –those giving and receiving – begin to glow and shine! Explain that this is what happens whenever you give to another – in ANY way – be it kindness, a gift or a smile. An unlit candle is like a Heart not shining.

**Class Project: Initiate Class Loan Game**

Choose a fun object that all the children will take turns bringing home after class (e.g. sunglasses, a funny hat, a special stuffed animal). Each child will do an act of charity with the item and take a photograph. Print each photograph and paste them into a class journal or on a poster board to hang in class, which includes a short paragraph about what each child did.

## Chapter Two Teacher Notes

**Primary Learning Goal:** *Zakat* helps us to both correctly share what we have and purify our Hearts. Depending on what we have, there are good and clear ways to give.

**Answers to Pre-Reading Questions:**

What the children write will vary according to the adults consulted.

**Vocabulary Words:**

***Zakat al-Fitr:*** Sum of money paid before the Eid prayer so that those eligible can buy food and clothing to celebrate Eid.

**Holiest Months in Islamic Calendar and best months to give *zakat*:** *Ramadan, Rajab*, and the three consecutive months of *Dhu'l Qa'dah, Dhu'l Hijjah, and Muharram*.

**Percentage:** Any proportion or share in relation to a whole.

**Value:** Estimate of the monetary worth of something.

**Answers to Post-Reading Questions:**

- Study with qualified teachers, ask parents and elders to share their practices, ask an adult in charge of distributing *zakat* funds at the mosque to explain her/his work, complete the *Book of Charity for Children*.
  - Save 2.5% of allowance in a special *zakat/sadaqa* container, research a local homeless shelter for families and donate a few good toys, help elderly people in my community, practice smiling at people more often, etc.
- No, No, No
- I have had 50 sheep and 20 goats, for 1 and ½ years. I have owned 10 camels for 3 years.

# The Book of the Mysteries of Charity For Children Workbook

4. No

5. *Ramadan, Rajab, Dhu'l Qa'dah, Dhu'l Hijjah, and Muharram.*

6. Stocks, investments, extra vehicles, homes, jewelry, etc.

## **Qur'an Contemplation:**

We are only being asked to give a small percentage of what has been given to us in the first place. Why should we think we don't have to share it? The extra *dunya* that we have is more than we really need, yet God ﷻ only requires us to give away such a small amount. When we recognize how little we are asked to do, we should feel ashamed and want to give even more. For both the rich and the poor, their material wealth or the lack of it is meant to be a test or a spiritual trial. Trials and tests are provided as a way to help us become increasingly pure. Difficult trials help polish all our Hearts.

## CHOOSE AN ACTIVITY

<p>Artwork: Everything is Created in Opposites for Older Children, Lollipop craft for younger children</p>	<p>Make a Skit and Act it Out</p>
<p>Creative Demonstration:            "Even buried treasure..." for older children            "Share a Slice"            ***Appropriate for young children***</p>	<p>Song: Indian Ocean            by Yusuf Islam (charity relief for tsunami orphans, choose video with image of orphan girl, listen to lyrics and discuss ending)  <a href="https://www.youtube.com/watch?v=ydlmbsUIftk">https://www.youtube.com/watch?v=ydlmbsUIftk</a>            ***Appropriate for young children***</p>
<p>Class Project: Initiate a Class Charity Effort            Cookies for Charity            ***Appropriate for young children***</p>	<p>Personal Storytelling:            Have you ever seen someone homeless, or someone begging for money? How did you feel? Have you ever seen children who are poor and in need? How did you feel?</p>

## DESCRIPTION OF ACTIVITIES

### **Artwork:**

#### **• God ﷻ Created Pairs of Opposites: What are the benefits of each?**

Provide materials for the children to demonstrate various examples of opposite pairs in creation. For example, happiness and sadness, life and death, laughter and tears, having more than enough and being in need. Can you think of more examples of opposites in God's ﷻ creation?

#### **• Lollipop Craft: Discuss the meaning of the result.**

Take a pencil and a piece of card. Cut the card into two circles to represent the lollipop on top of the stick. On one circle, draw a sad face, dirty face with a tear. On the other side draw a pure, clean face with



## *A Teacher's Manual of Activities and Curriculum*

a smile. Stick the two circles with the faces showing back to back on the top of the pencil (the part where the lead is) using sticky tape. Now it should look like a lollipop. Twirl the pencil between your hands, to see the sad face, become a pure happy face. These two states are now represented as one.

### **Make a Skit and Act it Out:**

Example: A mother gives her own coloured pens to her daughter to use. When she gives them to her, she explains that when her little brother comes she should give him two to use out of the pack. The girl doesn't do what her mother says. She keeps them all to herself, and her brother feels sad with nothing to do. When the mother comes home she is upset with her daughter. She says, "I bought your favourite snack as a reward for sharing with your brother, but now I'm not going to give it to you, as you made him sad. Those pens don't even belong to you, so you had no right to keep them all to yourself!" The daughter realises her mistake and feels bad. She says she is sorry, promising not to do that again in the future.

Ask the students:

- When the sister doesn't share, does she seem to have a kind, pure heart?
- What about when she says sorry and promises to not do it again?
- Did the sister really have a right to use the pens that were meant to be given to her brother?

Relate this to the concept of *amana*. Ask the children to create similar stories to play-act.

### **Creative Demonstration:**

#### • **"Even buried treasure..." for older children**

Ask everyone to bring in an equal amount of money in the form of coins. Put all the money in a "treasure chest" (decorated box) and hide the container somewhere in the room or bury it in sand or soil where the children will go to look for it. Go on a treasure hunt, and then have the children divide the money into five parts. Choose a charity to donate one fifth of the money. Encourage the children to see how little that actually is, and donate more if possible.

#### • **"Share a Slice" for younger children**

Give a whole pie or pizza to a small child. Ask the child to give you a very small slice as you are hungry. A child-friendly knife can be used. Ask if there is enough left now? How did it feel to give? Explain that God ﷻ only asks us to give a tiny amount of our belongings to those in need. We can feel happy to share and trust that we have enough left for ourselves.

### **Cookies for Charity:**

Have the children bake a batch of cookies together. At the end, tell the children that they have to give away some of the cookies to their neighbors and friends. Discuss with them how this is similar to giving away some of our wealth as *zakat*.

## Chapter Three Teacher Notes

**Primary Learning Goal:** The five outward duties of *zakat* include intention, paying on time, being aware that you are helping certain groups of people close to you but more importantly, obeying God ﷻ and His Prophet ﷺ out of devotion for them both.

### Answers to Pre-Reading Questions:

1. We obey because we trust the person loves us and wants good for us and we do not want to let him/her down because we also love him/her.
2. The person knows what is best for us and cares about us.
3. Allow children to express themselves freely, but try to help them relate their answers to trust in God's ﷻ knowing what is best for us and our wanting to please Him ﷻ.

### Vocabulary Words:

**Niyya:** Intention.

**Duty:** A moral or legal obligation; a responsibility.

**Fard:** An obligatory commandment from God ﷻ.

**Devotion:** Love, loyalty, or enthusiasm for someone, an activity, or a cause.

**Debt:** Something, such as money, that is owed or due.

### Answers to Post-Reading Questions:

1. *Niyya*
2. *Ramadan*
3. People, the Prophet Muhammad ﷺ, God ﷻ, Heart.
4. Close
5. People in need, people in debt, poor people, travelers.

### Qur'an Contemplation:

Allow the children to express their ideas. Three important points for the children to consider:

1. When we truly love God ﷻ, we have a deep trust that He is asking us to do what will greatly benefit us in this life and the next.
2. It is also an honor to be given knowledge of how to be like the Prophet Muhammad ﷺ.

Helping others will bring joy to our lives because giving allows us to experience love.

CHOOSE AN ACTIVITY	
Family <i>zakat</i>	
Artwork: Five Duties of <i>zakat</i> Heart Book	“The Prophet’s ﷺ Attitude” Role Playing
Class Project: <i>Sadaqah</i> Spies ***Appropriate for young children***	Song: The Heart of a Muslim By Zain Bhikha <a href="https://www.youtube.com/watch?v=s70rcys_LjA">https://www.youtube.com/watch?v=s70rcys_LjA</a> ***Appropriate for young children***

## DESCRIPTION OF ACTIVITIES

### Family *zakat*

Hold a family meeting to discuss this year’s *zakat* giving in your household. Print and post the duties of *zakat* discussed in this book. (You may make modifications based on your *madhhab*.) Involve the children in every step of the process including calculating, choosing who to donate to, and practicing the inner virtues during the process.

### Artwork: Five Duties of *zakat* Heart Book

Cut out six heart shapes of equal sizes. In one pile, fold the heart shapes in half and staple. The outer page is the book cover. On each of the five inners pages, have the children write out the five duties as they did on the above Workbook pages. Decorate.

### “The Prophet’s ﷺ Attitude” Role Playing

Research stories from the *ahadith* of the Prophet Muhammad’s ﷺ exemplary compassion and sincerity in giving *zakat* and *sadaqa*. The Prophet Muhammad ﷺ displayed patience, trust, generosity, kindness, humility, honesty, and love. Ask the children to role play different scenarios of people giving charity sincerely and cheerfully and do the opposite as well.

### Class Project: *Sadaqa* Spies

Inform the children that the purpose of this class project is to practice noticing other people’s needs which is a part of being an empathetic person like the Prophet Muhammad ﷺ. Take a walk around one’s neighborhood or another populated location and ask the children to carefully look for people or places that might need help with something. Come together as a group to share ideas. Decide on one feasible project to do together as a class. Ideally something simple and low cost. For example, after taking a walk together, the children notice an elderly person needs help cleaning trash from his/her front yard. Together, they could clean the person’s yard.

## Chapter Four Teacher Notes

**Primary Learning Goal:** Imam al-Ghazali describes three meaningful reasons why *zakat* is a pillar of Islam. *Zakat* is a test for helping us reach the Next World, it polishes away greed from our Hearts, and is also a way of thanking God ﷻ for all the blessings He has given us.

### Answers to Pre-Reading Questions:

1. Ask the children to tell a story related to a preliminary understanding of selfishness and greed.
2. Answers will vary. Help the children begin to understand that the test of our character is choosing between keeping something for ourselves or doing the opposite. Choosing to give strengthens generosity.
3. Answers will vary. Guide the children to notice that they could show thanks by obeying their parents or behaving in a way that would make them proud.

### Vocabulary Words:

**Pillars of Islam:** Are the foundation of Muslim life: *shahadah*, *salah*, *zakat*, *sawn*, and *Hajj*.

**Qalb:** An Arabic word for both the physical and the spiritual Heart. It comes from a root of a word which means “something that turns.”

**Greed:** Intense and selfish desire for something, especially wealth, power, or food.

**Pride:** A foolish and corrupt sense of one’s personal value, status or accomplishments.

**Desires:** Strong feelings of wanting to have something or wishing for something to happen or not to happen.

**Generosity:** Being kind and giving much to others.

### Answers to Post-Reading Questions:

1. Example: I become upset with my little sister when she asks for help with reading, saying things that hurt her feelings. I know I should be patient with her. I will try to help her learn by encouraging her with nice words.
2. d. All of the above.
3. Pillars of Islam, greed, *qalb-Heart*, desires, generosity, pride
4. Examples: I could remember that I could show thanks to God by sharing with others and not choosing the best for myself. I could remember that this desire comes from greed, and think about wanting to have a clean Heart. I could remember all the good things that I already have and think about how others have less than me.
5. Example: Since I like the candy so much I would probably want to keep it all to myself. I could rush to share it with my siblings so that I don’t have time to change my mind.
6. Example: I could learn about giving *sadaqa* and *zakat* and hurry to give it every year. I could smile at people more often. I could help my mother to clean the house.
7. Today: A toy, Tomorrow: Bake for neighbors, The day after that? Vacuum the *masjid*.

8. Examples: toys, clothes, time, household goods, food

**Qur'an Contemplation:**

Allow the children to express their ideas. Three important points for the children to consider:

1. Living with greed means you will never be satisfied. There is no end point. You are lost in wanting more and more.
2. Never being satisfied with what we have makes us spend all of our time trying to get more worldly items instead of focusing on seeking beneficial knowledge, helping others, and performing acts of worship.
3. When we fail to thank God ﷻ for what we have and be content, we actually lose blessings in this life and the next.

CHOOSE AN ACTIVITY	
Artwork: Class Collage of Children's Charity	Comic Book Strip Read-Aloud
Creative Demonstration: Dissolved Flavors	Song: Piles of Smiles by Dawud Wharnsby <a href="https://www.youtube.com/watch?v=s70rcys_LjA">https://www.youtube.com/watch?v=s70rcys_LjA</a> ***Appropriate for young children***
Class Project: Seven Day <i>Sadaqa</i> ***Appropriate for young children***	Class Discussion: Secret Smile Experiment ***Appropriate for young children***

**DESCRIPTION OF ACTIVITIES**

**Artwork: Class Collage of Children's Charity**

Create a class collage with personal drawings or magazine pictures of examples of useful items children could donate before they have their own money to give away.

**Comic Book Strip Read-Aloud or make into a Play**

Make a comic book strip about three types of people who give away what they own: Imam al-Ghazali mentions: 1) The very highest who give all or half away; 2) Those who live simply, keep just enough for times of need and they give away the rest; and 3) Those who pay no more than is asked. The people could be represented by superheroes in fantasy stories. Read aloud the comic book strip to the other students.

**Creative Demonstration: Dissolved Flavors**

Re-read Mother Haajar's paragraph from the beginning of Chapter Four: "...what you *are* on the inside can be seen by God ﷻ. The state of your Heart can be easily recognized by other people, too. If you see a person bragging, it's because the *inside* of his or her Heart is not humble but proud. So, when you love the kind of people who are not bragging on the *outside*, what you are *really* loving is that invisible virtue of humility and the quality of their Hearts. Don't we all want these beautiful qualities to be who

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we *really* are – in our Hearts?!”

Dissolve salt, sugar, a small amount of lemon juice, or any other clear flavoring into water. The substance disappears. They are now invisible just like virtues/vices that reside inside our Hearts. Now taste the water and try to decipher what flavor is present. The flavor is detectable even though it is invisible. Relate this to Mother’s Hajaar’s statement.

## **Class Project: Seven Day *Sadaqa***

Help the children make a plan to each give away something – even if it’s little, every single day for seven days. Join together as a class afterwards to discuss the experience. Point out that were they to do this for a month, they could establish a solid new habit. Would they like to try?

## **Class Discussion: Secret Smile Experiment**

Explain to the children that you will be assigning them to do a secret social experiment. For the next week, the children should smile at people often and even unexpectedly. Ask them to take notice of how people respond. Discuss the results of the experiment at the next meeting.

## Chapter Five Teacher Notes

**Primary Learning Goal:** A good thought, inspired by an angel, should be followed through quickly, and likewise paying *zakat*. Charity is best done in secret so as not to show off, but may also be given in public if one intends to encourage others.

### **Answers to Pre-Reading Questions:**

1. Children should tell a story which demonstrates they understand the negative consequences of procrastination.
2. In the “Real versus Fake” demonstration, ask children to express their ideas regarding the difference between real versus fake fruit. Real fruit is nourishing, and more difficult to create than the fake fruit. Farmers are needed not just machines. The fake fruit might look nice but can give nothing of benefit. It is cheaply made, and deceiving. Encourage the children to share their ideas about how this could relate to worship—real or fake. They will have a better understanding after reading and completing the Lesson Questions.
3. Check to see if children have a correct preliminary understanding of what bragging is and how it is unlikeable.

### **Vocabulary Words:**

**Inspiration:** A sudden brilliant, creative, or timely idea.

**Favor:** An act of kindness beyond what is due or usual.

**Brag:** To speak in a boastful manner.

***Ikhlas*:** Sincerity in Arabic. The quality of being free from untruthfulness, deceit, or hypocrisy.

**Impress:** To make someone feel admiration and respect.

**Humility:** A modest or low view of one’s own importance; humbleness.

**Answers to Post-Reading Questions:**

1. An inward duty is our responsibility to have the proper attitude in our hidden thoughts and feelings. An outward duty is a religious responsibility performed with our bodies which can be seen by others.
2. Children should share an experience of giving charity which tested their character, helped to dispel greed, and expressed gratitude to God ﷻ.
3. d. All of the above.
4. Inspiration
5. We may forget to do it. Also, as more time passes, our lower self will whisper excuses as to why we don't need to do some good idea.
6. Example: "My mom asked me to clear the table after eating. Instead, I went outside to play. When I got back, flies were all over the table. I don't like flies in our house and I wish I would have cleared the table when it was asked of me."
7. When done in secret, we are protecting ourselves from just doing it in order to impress other people and have them think well of us. This makes pride stronger and puts dust on our Hearts.
8. People show off or brag to try to make others like them more or prove they are better than the other.
9. Example: "Someone says to all his friends that his Dad is the smartest because he is a medical doctor. Then he tells his friends that his mother knows the whole Qur'an by heart so she is a better Muslim than everyone else."
10. Greed is symbolized by the scorpion and wanting to be seen by others as the poisonous snake.
11. Allow children to express their ideas freely. The scorpion is dangerous and harmful, but it is actually less powerful and easier to be killed than the poisonous snake. The poisonous snake seems attractive with its brightly colored skin, but it should not be approached as it is deadly and harder to kill than the scorpion. So, that's what wanting to be seen by others is like!
12. Help the children come to a consensus that the snake is more dangerous than the scorpion. Then let them enjoy playacting these animals.
13. False, True, False, True

**Qur'an Contemplation:**

Allow the children to express their ideas. Two important points for the children to consider:

1. Talking about one's good deeds shows lack of sincerity because it tempts the lower self into wanting to impress others. Keeping good deeds a secret shows that you do not care what others think of you, and that you only did it to please God ﷻ alone.
2. Reminding other people of the ways we helped them shows lack of sincerity because it means the good deed was done in order to get some favor back in return or to impress others. Never reminding people of the good things you have done for them and not expecting anything in return shows that you did it for God's ﷻ sake alone, and that you only want reward from Him ﷻ.



# The Book of the Mysteries of Charity For Children Workbook

CHOOSE AN ACTIVITY	
Artwork: Video Game Design of The Scorpion and the Snake	Mock Presidential Election
Creative Demonstration: Real versus Fake	Sing “What Did I Do Today?” by Dawud Wharnsby <a href="https://www.youtube.com/watch?v=FdxwTvS4sNk&amp;list=RDFdxwTvS4sNk">https://www.youtube.com/watch?v=FdxwTvS4sNk&amp;list=RDFdxwTvS4sNk</a> ***Appropriate for young children***
Class Game: Time Travel ***Appropriate for young children***	Class Discussion: Which is more dangerous, the scorpion or the snake?

## DESCRIPTION OF ACTIVITIES

### Artwork: Video Game Design of The Scorpion and the Snake

Provide a large piece of paper and drawing supplies to design a video game. The video game should have advancing levels of difficulty to battle villains with the scorpion being fought in the first level of the game and the snake being fought in the next level. The villains should have characteristic of greed and pride. Let some students brag and pretend to be snakes. The others can pretend to be greedy scorpions.

### Mock Presidential Election

Ask the children to develop a mock presidential election with candidates that exhibit the vices and virtues they have been learning about. For example, one of the candidates is humble and works sincerely to serve others. The other candidate is arrogant and greedy. Even if s/he helps others, s/he follows it up with reminders, seeking favors, and boasting.

### Creative Demonstration: Real versus Fake

Display real versus artificial items for comparison in front of the children. For example, fruit/vegetables, flowers, plants, etc. Ask the children to compare similarities and differences between the two items.

Sample Questions:

What is the difference between what is real versus what is fake?

Can you think of other examples?

What do you think is the difference between real worship (sincerity for God ﷻ alone) and fake worship?

Real food is made by God and comes to us by the hard work of farmers. It is good for our health. Fake artificial food is made by machines. It may taste yummy but is not healthy to eat.

### Class Game: Time Travel

Demonstrate the benefits of accomplishing our responsibilities early versus procrastinating with an imaginary game of time travel. The children should develop a story which shows they understand why charity



is an urgent matter and that waiting to help may cause harm. For example, a group of people are in need of *zakat* money for food and clothing on *Eid*. First, pretend that everyone was being lazy and did not pay *zakat* early. Now let everyone pretend to travel into the future and see the result of hungry fellow Muslims who are saddened they weren't taken care of by the *ummah*. Then travel back in time to give *zakat* early. Now pretend that *Eid* has come and everyone is content with their needs taken care of.

## Chapter Six Teacher Notes

**Primary Learning Goal:** The fifth inner duty is that the person giving not ruin his/her charity by reminding others of the generosity, or by belittling the one receiving. Those donors must realize that they should be thankful to the recipient for allowing them to fulfill their religious duty by way of the recipient's humility and acceptance of their charity.

### Answers to Pre-Reading Questions:

1. Help the children begin to recognize the important ideas found in this sample answer: "I have helped my friend perform his or her religious duty which purifies his/her heart and will give success in this life and the next."
2. Help the children with a basic understanding that a symbol is "a thing that represents or stands for something else, especially a material object representing something abstract."

### Vocabulary Words:

**Malik:** "King" in Arabic.

**Haqq:** "Truth" in Arabic.

**Humble:** Having or showing a modest or low estimate of one's own importance.

**Reverence:** Deep respect for someone or something.

**Concern:** A matter of interest or importance to someone

**Entrust:** Put (something) into someone's care or protection.

**Humiliate:** Make (someone) feel ashamed and foolish by injuring their dignity and self-respect, especially publicly.

**Ignorance:** Lack of knowledge or information.

### Answers to Post-Reading Questions:

1. False, True, True, True
2. Abdullah represents a human being who has greed and love of status in his heart.
3. The King expected Abdullah and Abdal Haqq to use the wealth He had given them to help those in need. Abdal Haqq did so with a humility and generosity, whereas Abdullah wanted to keep the wealth and only gave it away by humiliating the recipients and expecting something in return. Their actions showed what vices or virtues are in their spiritual hearts.
4. True, True

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5. God ﷻ requires us to help the needy with the wealth He has given to us on loan. He ﷻ requires us to give it away joyfully, be kind and respectful to the recipients, and not to expect any admiration or favors in return.
6. Not making the needy wait, being kind to the recipients and treating them as if they are the ones helping us fulfill our religious duties, never reminding the recipients of our giving or expecting anything in return, but giving in secret when possible.

## **Hadith Contemplation:**

Ask the children to express their ideas. Two important points for the children to consider are:

1. Is the person giving better than the one receiving?
2. The person helping another fulfill his/her sacred duty is doing a higher act made possible by having a humble station in this life.

## CHOOSE AN ACTIVITY

Artwork: Giving Hands

Puppet Show of the Story of the King  
\*\*\*Appropriate for young children\*\*\*

Under-Cover Good Deed Heroes

## DESCRIPTION OF ACTIVITIES

### **Artwork: Giving Hands**

Provide colored pencils or watercolor paints and large sheets of paper or a painting canvas for children to create a picture of their hands giving with palms upward. Include the *hadith*, “The hand above is better than the hand below.” The children can include a brief explanation of the meaning of this *hadith* as mentioned above in which the giver humbles himself/herself to the recipient and turns his/her palms upward in acknowledgment that the giver is actually receiving the blessing of being able to purify his/her heart.

### **Puppet Show of the Story of the King \*\*\*Appropriate for young children\*\*\***

Create brown bag puppets or use pre-made puppets to put on a puppet show re-telling the the story of the King, Abdullah, and Abdal Haqq. Invite family members, friends, or younger children to see the puppet show.

### **Play-act the Story of the King \*\*\*Appropriate for older children and teens\*\*\***

### **Under-cover Good Deed Heroes:**

At the beginning of the day (or week) tell the children that they have to do a good deed for someone else in the family (or classroom) by the end of the day (or week) without that person knowing. Then, they are to write down the good deed that they did and place it into a box. At the end of the day (or week) the parent or teacher will read aloud all of the good deeds that were done without anyone knowing who did them. The parent or teacher can decide if it would be useful and inspiring for everyone else to find out who did each deed.

## Chapter Seven Teacher Notes

**Primary Learning Goal:** The sixth inner duty is that the giver should protect himself/herself from pride by seeing one's giving as insignificant. The three aspects that make acts of devotion complete are seeing one's giving as insignificant, rushing to do the good deed as soon as the idea comes to mind, and trying to keep it hidden. Remedies to cure greed and conceited pride include:

1. Recognizing that *zakat* is the lowest rank (only 2.5%) of what is asked for Muslims to give and thus we should feel shame not pride.
2. Remembering that all of one's wealth is from God and nothing is owned by us, including even the opportunity to give charity and purify our Spiritual Hearts.
3. Holding humility and shame in one's Spiritual Heart by trying to feel sorry that one is not giving more during the act of charity since he/she is keeping so much of God's ﷻ wealth back for himself/herself.

### Answers to Pre-Reading Questions:

1. Help the children begin to recognize that in a negative context, "proud" is often used synonymously with "conceit" which has a connotation of an exaggerated sense of one's own importance. In a positive context, "proud" is used synonymously with "pleasure" which has a connotation of contentment with truly good behavior deserving of praise. Remind the children that "pride" is being used in the negative context in these Lesson Questions.
2. This question is intentionally open-ended and meant to encourage deep thinking among the children. Some points to consider are that people do bad things in secret because they do not want to get into trouble with other people, and are hopefully ashamed of their actions. Doing good deeds in secret, on the other hand, is about not wanting to lose one's pure intention of worshipping God ﷻ by trying to impress other people, and, in a sense, "getting in trouble with one's Heart by letting pride and greed get in." There is also a connection with shame that is related to the sixth inner duty of giving *zakat* – that we should all be giving much more!

### Vocabulary Words:

**Self-satisfaction:** Being greatly pleased with one's self and achievements.

**Waswasa:** "Satanic whisperings" in Arabic. Negative thoughts or doubts that cause one confusion and impede proper worship.

**Proud:** Having pride, arising from an exaggerated high opinion of one's own importance, or superiority.

**Trial:** Test. Often used to mean a difficult life circumstance.

**Anonymous:** Without any name or person being acknowledged.

**Insignificant:** Too small to be of great importance.

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## Answers to Post-Reading Questions:

1. The children were trying to keep their intentions pure for God ﷻ, and not trying to impress other people.
2. Yes, if you are proud of your charity, your Heart becomes dirty with thinking that you are better than other people because you gave charity while forgetting that everything belongs to God ﷻ anyway, so you are just giving back what was loaned to you.
3. The following three things are mentioned by Imam al-Ghazali as making one's acts of devotion complete: 1) You do the good deed as *soon* as the angel-inspired thought comes into your head. 2) You see what you gave as tiny and are humble, not proud. 3) You don't tell others what good you have done but try to let it be hidden.
4. Yes, it may be necessary to give openly sometimes, and with the right intention of encouraging others to give as well, it is permissible. However, one should not make a show of how much he/she gave and should not remind anyone.
5. Remedies to cure whispers of greed and conceited pride include:
  - a. Recognizing that *zakat* is the lowest rank (only 2.5%) of what is asked for Muslims to give and thus we should feel shame not pride.
  - b. Remembering that all of one's wealth is from God and nothing is owned by us, including even the opportunity to give charity and purify our Spiritual Hearts.
  - c. Holding humility and shame in one's Spiritual Heart by feeling sorry that one is not giving more since he/she is keeping some of God's ﷻ wealth back for himself/herself.

## Hadith Contemplation:

Have the children to express their ideas. Two important points for the children to consider are:

1. The Prophet Muhammad ﷺ honored the poor so much that he sought to be like them and be in their company.
2. He saw the poor as spiritually superior (closer to God ﷻ than others) and always deserving of the best treatment and respect. The children should relate these virtues to an example of a person honoring and loving the poor in their own lives.

CHOOSE AN ACTIVITY	
Artwork: Conquering the Whispers	Charity Monologues
Group Activity: Food Wagon ***Appropriate for young children***	Sing "Give a Little" by Dawud Wharnsby <a href="https://www.youtube.com/watch?v=taW26XCwLzA">https://www.youtube.com/watch?v=taW26XCwLzA</a> ***Appropriate for young children***

## DESCRIPTION OF ACTIVITIES

### **Artwork: Conquering the Whispers**

Provide art materials for the children to creatively symbolize themselves conquering negative whispers of greed and pride. Examples include illustrating this concept with drawings, magazine clippings, or sculptures using various craft supplies and repurposed goods.

Another example is to draw an outline of the human body or trace one's own body on a large piece of paper. From the Heart, draw lines going out to all the body parts such as the feet, stomach, hands, tongue, mouth, ears, etc. Then write low states that the Heart can be in such as greed and pride on each line going to a body part. Show an effect the vice can have on the body part:

What does a mouth controlled by pride say or do?

What do hands controlled by greed do?

Also write in the corresponding virtues to get rid of vices or cover them with sticky notes.

### **Charity Monologues**

In this assignment, each child is given a wise saying of a true Muslim to combat whisperings which will be said in a monologue in front of the class. The piece of wisdom below can be read or can be expressed in a short speech, poem, song, short story, or artwork. The six wisdoms include:

- a. A true Muslim giving *zakat* feels shame, not pride, because it is such a small amount.
- b. A true Muslim recognizes, "I have given all that I have because when I think about how it really belongs to God ﷻ, I realize that I am blessed that I even get to spend it in charity."
- c. A true Muslim recognizes, "When I feel I want to keep everything and not share, I think about how God ﷻ helps us to polish our Hearts by giving us charity and *zakat* as a duty we must do!"
- d. A true Muslim recognizes, "If it doesn't even belong to us, and is just a loan entrusted to us, why are we even greedy?"
- e. A true Muslim recognizes, "One cure that helps greed is that every time we give anything, we need to feel shame and be sorry that we aren't giving much more!"
- f. A true Muslim recognizes, "What if my friend loaned me something for safekeeping – he trusted me, and when he wanted it back, I secretly kept some of *his* things for myself. I have to see myself as very low if I do that. Are we doing that with God when we don't give much to others?"

### **Group Activity: Food Wagon \*\*\*Appropriate for young children\*\*\***

As a class, choose a desirable food item to distribute to neighbors as a gift. For example, local apples or peaches from the Farmer's market. Load up a wagon with the items and work together to pull the wagon and offer the items as gifts to the neighbors. Practice beautiful behavior of giving such as smiling, making the gift seem small, and offering the gifts with one's palms up.

## Chapter Eight Teacher Notes

**Primary Learning Goal:** The seventh inner duty of *zakat* is that one should joyously give *zakat* and charity from the best and purest part of one's wealth. God ﷻ accepts what is pure.

### Answers to Pre-Reading Questions:

1. Help the children to begin to recognize that no one would like to receive charity that is not in good condition.
2. Help the children begin to recognize that no one would like to receive charity from a person who does not seem happy to give it, or is not kind and polite.

### Vocabulary Words:

**Halal:** Arabic word for lawful/permissible in Islam.

**Tayyib:** Arabic word for wholesome/pure.

**Dishonest:** Disposed to lie, cheat, or steal; not worthy of trust.

**Pure:** Free from moral fault or guilt.

**Wholesome:** Conducive to moral, physical, or general well-being; beneficial.

### Answers to Post-Reading Questions:

1. Grandfather makes the money himself so he knows that he has not had any dishonest business dealings. Also, he knows that the honey bees are treated well and that the honey is healthy and delicious to eat. Thus, he knows that what he is giving is pure and wholesome.
2. God ﷻ asks that we give from our best. What if we simply gave away what we no longer wanted?
3. God ﷻ promises us that we will find a most generous reward with Him ﷻ in the Next everlasting life, where what we gave we get to keep forever – unlike the things of this world.
4. Charity that is given joyfully and sincerely, regardless of the amount, is worth more in God's ﷻ sight.
5. Answers will vary. Check for understanding of what is appropriate to give as charity and what is not.
6. Answers will vary. Check for use of examples displaying the inner duties of *zakat* that the children have learned about thus far.

### Qur'an Contemplation:

Allow the children to express their ideas. Two important points for the children to consider are:

1. If you don't really want it yourself, then it is not a test of generosity for you to give it away.
2. Greed is purified from our Hearts when we give from something we would otherwise like to keep for ourselves. It might be hard to do at first, but once it is done many times, the joy expands.

CHOOSE AN ACTIVITY	
Artwork: To Give or Not To Give? Wall Chart	Teaching Circle ***Appropriate for young children***
Group activity: Best Cookie Give-Away ***Appropriate for young children***	Sing Dawud Wharnsby's "A Busy Buzzing Bee" <a href="https://www.youtube.com/watch?v=lr0DP0xIz4o">https://www.youtube.com/watch?v=lr0DP0xIz4o</a> ***Appropriate for young children***

### DESCRIPTION OF ACTIVITIES

**Artwork: To Give or Not To Give? Wall Chart**

Post a large piece of paper on the wall, and draw a line down through the middle vertically. On one side write, "To Give" and on the other side write "Not To Give." Have the children think of examples of items that would be halal and desirable to give others, and items that would be undesirable or even haram to give to others.

**Teaching Circle \*\*\*Appropriate for young children\*\*\***

Ask the children to think of one beautiful way to give charity that they could teach the other children in class. Ask the children to refer to the inner duties that they have learned about thus far.

**Group Activity: Best Cookie Give-Away \*\*\*Appropriate for young children\*\*\***

As a group, prepare a food item like cookies that have a varying level of quality. For example, some cookies appear better than others. At the end, sort out the best looking cookies and choose someone not in the class to receive the cookies. Practice the inner duties that have been learned about thus far in the actual giving of the cookies.



## Chapter Nine Teacher Notes

**Primary Learning Goal:** The six types of folk who most deserve to receive our charity includes 1) needy pious people, 2) those devoted to knowledge and learning, 3) those who understand the help is only from God ﷻ, alone, 4) those noble ones who hide their needs and don't complain, 5) those disabled by illness, along with those who care for them, and lastly 6) members of one's family and spiritual brethren.

### Answers to Pre-Reading Questions:

1. Answers will vary but should convey the understanding that God ﷻ created everything we have and that we are only using it temporarily, as a loan -or trust.
2. A good idea comes to mind. We must look at the kinds of skills and opportunities we have been given by God ﷻ specifically in our own lives and use these to help.

### Vocabulary Words:

**Sabr:** Arabic word for "patience."

**Patience:** The bearing of provocation, annoyance, misfortune, or pain, without complaint, loss of temper, irritation, or the like.

**Brethren:** Fellow members of one's religious path.

**Kinship:** Being related to each other by shared ancestry.

**Noble:** Possessing outstanding qualities of dignity and goodness.

**Awareness:** Knowledge and understanding that something is happening or exists.

**Respect:** To give high or special regard.

**Pious:** Marked by reverence for God and devotion to worship.

### Answers to Post-Reading Questions:

1. "Spends her time glorifying God ﷻ," "Doesn't have enough food to eat," and "Is in a continuous state of prayer and remembrance of God" are correct.
2. 1,000
3. Al-Junayd sent funds to the pious and needy grocer so that he could keep his grocery open and continue to feed others.
4. False, True, True
5. The person receiving should see charity given to them as a gift from God ﷻ, although the receiver still gives thanks to the giver.
6. There is nothing worthy of worship but God ﷻ means that we do not attribute any power or ability to help us to anyone but God. We see the means of His ﷻ giving to us in the creation but we know that these things by themselves have no ability to give us anything or do anything for us.
7. Both a. and b. are true.
8. c. Patience



9. Group five includes “people who are disabled from an illness or some other cause, as well as persons who support them.” They, too, deserve charity because they are unable to work for themselves and they deserve help as well.
10. Group six is composed of family members and others with whom you have close relations or spiritual ties. It is important first to honor bonds of kinship.
11. Yes, finding people that fit into more than one category carries greater reward. Examples of multiple blessings include washing greed from one’s Heart, the Heart growing stronger, the person who received charity might ask God ﷻ to bless the giver in special ways, and the person receiving charity may be inspired more in the direction of God ﷻ. These aspirations will also come back to the one who gives.

**Hadith Contemplation:**

Ask the children to express their ideas. Two important points for the children to consider are:

1. The Prophet Muhammad ﷺ was most pleased that the man only thought of God ﷻ and praised Him much. The Prophet Muhammad ﷺ wants us to embody the *shahada* always.
2. The Prophet Muhammad ﷺ displayed the inner duties of *zakat* especially by giving the charity secretly, showing great respect and kindness to the recipient, choosing someone from the eligible categories, and not expecting anything in return, etc.

CHOOSE AN ACTIVITY	
Story of Abu Nasr As Sayyad	
Six Category Artwork ***Appropriate for young children***	Six Categories Guessing Game
Six Categories Creative Story	Sing Yusuf Islam’s “All of the Prophets” <a href="https://www.youtube.com/watch?v=NR_AeJuPOWM&amp;t=49s">https://www.youtube.com/watch?v=NR_AeJuPOWM&amp;t=49s</a> ***Appropriate for young children***

**DESCRIPTION OF ACTIVITIES**

**Six Category Artwork \*\*\*Appropriate for young children\*\*\***

Reinforce the six eligible groups for *zakat* through personal artwork. Examples include a booklet or brochure with one page dedicated to each group or a flower with six petals describing or portraying each group.

**Six Categories Guessing Game**

Write down each category for *zakat* eligibility on a card. Break the children up into teams or play as individuals. Each player will take a turn acting out or drawing a picture of each category for charity. The other players must guess. Add rules to the game as you wish such as a time limit for acting/drawing/guessing, ability to use words or not, etc.

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## Six Categories Creative Story

Ask the children to write or tell a creative story about finding someone who belongs in two or more groups worthy of charity.

### Story of Abu Nasr As Sayyad:

Read and discuss. Afterward, put on a play. This could be filmed and shared on the Ghazali web site.

Abu Nasr As-Sayyad was a very poor fisherman. One day, he had no food for his wife and son so he went to see his teacher Ahmed bin Miskeen and started crying. His teacher understood the deeper reasons that God had put Abu Nasr in this situation. He took him to a river bank and told him to offer two units of prayer and then cast his fishing net into the water saying, "In the name of Allah." With great joy and surprise, Abu Nasr caught a very large fish and went to the market where he was able to sell it in exchange for two large trays of delicious food. He left for home but on his way he met a destitute widow and her son. They were starving like his own wife and son, and they started looking at the trays of food hungrily.

He felt as though Paradise was reaching down to him. He thought of them and then his own family, and remembered that Allah would not forsake him. So he gave all the food to the destitute woman and child. The child smiled and the woman started weeping in gratitude. He returned home distressed that he had no food for his own family. The low whisperings of regret arose in his Heart. But soon after, he heard a knock on the door. Someone said, "Is this the house of Abu Nasr As-Sayyad?" He replied, "Yes." The man gave him a large sum of money that he had borrowed from Abu Nasr's late father. He was finally able to return this loan. Abu Nasr took the money, struck with astonishment and happiness. What a meal the family enjoyed that evening!

After this, As-Sayyad became a merchant and grew so rich that he was able to give a thousand dirhams in charity in one go! But he got conceited and started showing off. One night he went to sleep and saw in a dream that it was Judgement Day, and names were being called out so their good and bad deeds could be weighed. His turn came and angels put his bad deeds against his good ones.

His bad deeds were as heavy as a mountain and his good deeds as light as a bundle of cotton. This was because even though he had given thousands in charity, it was in vain because of his showing off and lack of sincerity. His intentions for giving were mixed. His tons of charity had little value as the reason he gave was so that people would think well of him and be impressed. So the angel asked, "Is there anything left that could be added to his good doings?" And there was only one thing left – the two trays of food he had given the poor woman. This gift of kindness was added to the good deeds which grew heavier but the bad deeds of bragging and pride still outweighed them. So, the angel asked again if there were anything left. There turned out to be still something left, which was the smile of the child. It was added and the good deeds became equal to the bad ones. Again, the angel asked and the last thing left were the tears of the woman, which now appeared as a large pond. The large fish rose up from this pond of tears and said, "Do you think I let you catch me so you could benefit in *this* world?" This outweighed all Abu Nasr's lower deeds and he heard the angel saying that he was saved! He woke up that night and glorified Allah for inspiring him to give the poor woman and child all that he had on that evening so long ago.

## Chapter Ten Teacher Notes

**Primary Learning Goal:** There are different categories of people who can receive charity. We must understand the correct manners for both giving and receiving. The real reason we pay *zakat* is to keep our ultimate concern in mind – preparing for the Next World.

### Answers to Pre-Reading Questions:

1. Discuss what it means to “consult.” We consult those we trust such as elders, scholars, and medical professionals. But our focus here is on the Heart and its high station for being consulted. When we make a decision, we can immediately “feel” if the Heart is uncomfortable. The Prophet ﷺ said, “You have come to ask about righteousness?...Consult your Heart. Righteousness is that about which the soul feels tranquil and the heart feels tranquil, and wrongdoing is that which wavers in the soul and moves it to and fro in the breast....”
2. Encourage the children to discuss what worldly worries they have had in the past such as being popular, buying new toys, clothes, etc. Ask them to look at these worries in light of what we have learned about everything being given as an *amana*. Remind them that what we have in this world is only temporary and what we send ahead of good deeds is ours forever.

### Vocabulary Words:

**Faqir:** A poor person. Used to indicate worldly poverty or spiritual humility.

**Al-Farida:** Arabic word for obligatory acts of worship.

**Masakin:** Arabic word for people who have employment, but with that income, are not able to cover their needs.

**Concern:** Having a care, trouble, or distress.

**Luxury:** Something adding to pleasure or extra comfort but not absolutely necessary.

**Consult:** To ask the advice or opinion of someone or something (such as one’s Spiritual Heart).

### Answers to Post-Reading Questions:

1. True, True, True, False, True
2. The *masakin* should try to sell anything that is luxury. Answers may vary. Some examples are that this encourages everyone to live contentedly with their basic needs and would ensure charity is given to those who really need it.
3. True, True, True, False
4. c.
5. Answers will vary. Check for understanding that possessing worldly wealth and popularity leads to more worrying and not satisfaction in itself. Contentment only comes from having the right knowledge of God ﷻ.
6. No.

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7. True, True, False, False

8. A person giving a gift should make little of it, doing the opposite of the person receiving the gift.

### **Hadith/Qur'an Contemplation:**

Ask the children to express their ideas. Two important points for the children to consider are:

1. Even though we know God ﷻ sends us all that we *need*, we thank the person who is the go-between. God ﷻ made that person a path or a means.
2. A beautiful sunna of thanking someone is to smile and sincerely say “May your reward be with God alone.”

CHOOSE AN ACTIVITY	
Artwork: Consult Your Heart Thank You Notes	Giver and Receiver Skit
Freedom from Worldly Possessions Creative Story	Listen to Yusuf Islam's "He Was Alone" <a href="https://www.youtube.com/watch?v=CGthQ73VPHQ">https://www.youtube.com/watch?v=CGthQ73VPHQ</a>
Gratitude and Prayer Circle ***Appropriate for young children***	

## DESCRIPTION OF ACTIVITIES

### **Artwork: Consult Your Heart**

Provide colored pencils or watercolor paints for children to create an illustration of themselves consulting their own hearts over a decision. Re-read the *hadith* found above in Answers to Pre-reading Questions. Then, ask each child to tell the others of both a good and naughty suggestion that could come into their minds and how their Hearts felt in each instance.

### **Thank You Notes**

Have the children write a thank you note to someone who has given them religious knowledge (Ex: thank you for teaching me how to pray, or memorize the Qur'an, etc). Remind them of Imam al-Ghazali's story of the lion. If someone saved you from being eaten by a lion, wouldn't you thank them? So, if someone taught you ways of polishing your Heart which help you reach the Next world, wouldn't you be deeply grateful for that?? Maybe the thank you notes could be decorated with lions!!

### **Giver and Receiver Skit**

Break the children up into pairs and ask them to develop one short skit demonstrating polite behavior during giving/receiving and one skit demonstrating impolite behavior. Each group will perform one or both of the skits for the class.

### **Freedom from Worldly Possessions Creative Story**

Remind the children that Imam al-Ghazali explained that the people God ﷻ chose to be poor are blessed with His grace because He has kept dangerous riches, distractions, and concerns out of their lives. Create a story to illustrate what might happen to a very rich person if s/he is not careful.

### **Gratitude and Prayer Circle**

Sit in a circle and remind the children that one should pray for a donor upon receiving charity. Have everyone in the circle take turns sharing a nice thing someone else has done for them (ideally someone who is not sitting in the circle). Try to keep it anonymous. After each child shares, ask him/her to make a *dua'a* for the donor out loud and then everyone will say "Ameen." Let the children develop their own *dua'as* but if they need help, you may suggest, "O God ﷻ, please grant this person good in this life and the Next. Ameen."

## Chapter Eleven Teacher Notes

**Primary Learning Goal:** Depending on your intention, it is sometimes better to give charity in secret and at other times in public. There are manners we need to have both when we give and receive.

### **Answers to Pre-Reading Questions:**

1. Guide the discussion in such a way that the children can understand that everything comes from God. Both trials and blessing are opportunities to practice all the virtues which help us polish our Hearts. They teach us to trust God – Who has full knowledge of everything we need in this life. Life is a gradual demonstration of all the truths we have been told about.
2. Ashamed, embarrassed, saddened, hopeful that no one is envious.

### **Vocabulary Words:**

**Conceal:** To prevent disclosure or recognition of; to place out of sight.

**Praise:** To express approval of.

**Suspicious:** Likely to distrust.

**Self-esteem:** Confidence and satisfaction with oneself.

**Complain:** To express grief, pain, or discontent.

**Majestic:** Having sovereign power, authority, or great dignity.

**Bounty:** Source of something that is given generously.

**Publicly:** In a manner observable by other people.

**Envy:** Painful or resentful awareness of an advantage enjoyed by another joined with a desire to possess the same advantage.

**Ayat:** In Arabic, signs that point us to God ﷻ, that we see through to detect the presence of God ﷻ. For example, a shading tree or barking dog could remind us that He is the Protector.

### **Answers to Post-Reading Questions:**

1. b., c., and e. demonstrate the attitude of a believer in God ﷻ.
2. The Sun: The Light, Mountain: Majestic, Water: Mercy

## The Book of the Mysteries of Charity For Children Workbook

3. True, True, True. Answers vary, examples include helping someone carry something/picking up something for someone, picking up litter, etc.
4. When we are young and starting out in life, we need our money more than when we are in old age. When you are old and have fewer needs to be met, the charity is worth less because it is easier to give away what you no longer need.
5. Seven
6. A poor man, God ﷻ forgave him and restored his seventy years of devotion.
7. Being silent about your illnesses or health, charity given, and about hardships.
8. Trials and blessings come from God ﷻ and they are both means of cleaning our Hearts and bringing us closer to God ﷻ.
9. a. Some reasons for giving in secret are that this protects the dignity of the person receiving. He may be ashamed of being needy. It also protects onlookers who might become envious; envy, suspicion, and backbiting are major sins. One doesn't want any of these to come upon the Hearts or tongues of any member of the community.
9. b. Some reasons for giving openly are to encourage others. Sometimes it is unavoidable but the giver must try to focus on the charity being God's ﷻ work and not concern himself/herself with the opinions of other people.
10. We also know God ﷻ created us in the highest form. We all have golden Hearts. We must guard the honor and dignity of both ourselves and all others.
11. We could cause the sins of envy, backbiting, and suspicion in our community if people were jealous of what others received.
12. God ﷻ asks us not to conceal His bounty to us when He ﷻ says in His Qur'an: "As to giving openly and *not* in secret, the Qur'an says, *And as for the bounty of your Lord – mention it!* (93.11) God ﷻ asks us not to conceal what He *has given [them] of His bounty* (4.37). It is good to express gratitude publicly. The Prophet ﷺ said, 'The thanks and praise you gave to them were your ways of doing them good in return.'
13. False, True, True
14. True, True, True

### **Hadith Contemplation:**

The Prophet Muhammad ﷺ said, "Prayer brings you halfway down the path, fasting brings you to the door of the King, and charity puts you in *His presence*."

Who is the King? God ﷻ

What is the "path" a symbol for? Our journey returning to God ﷻ in this life by cleansing our spiritual Hearts.

CHOOSE AN ACTIVITY	
Artwork: <i>Ayat</i> of God ﷻ	Skit: Secret versus Public Giving
Praising the Humble Story	Listen to Zain Bhika's "Heal the World" <a href="https://www.youtube.com/watch?v=g-59ngOqbCk&amp;list=RD6DzvrOfiChs&amp;index=18">https://www.youtube.com/watch?v=g-59ngOqbCk&amp;list=RD6DzvrOfiChs&amp;index=18</a> ***Appropriate for young children***
Checks and Balance Game ***Appropriate for young children***	Gratitude and Prayer Circle ***Appropriate for young children***

## DESCRIPTION OF ACTIVITIES

### **Artwork: *Ayat* of God**

Contemplate a symbol in God's creation. What can it be a sign for? What attribute(s) of God does it express? Provide art supplies such as paint or color pencils to express the symbol and attribute of God ﷻ.

### **Skit: Secret versus Open Giving**

Develop a short skit which reviews why and how we should give secretly or openly.

### **Praising the Humble Story**

Think of a humble person that you admire and respect for his/her good deeds. Tell his/her story and practice praising him/her in the story with good words that would encourage him/her to do more good. Read this aloud to the class and/or actually share it with the person written about.

### **Checks and Balances Game**

Reflect on the *hadith* "Fear God ﷻ wherever you are, and follow up a bad deed with a good one and it will wipe it out, and behave well towards people." Have the children list some of the "bad deeds" that they can remember doing. Then, for each bad deed have them come up with a good deed that they can do to try and wipe it out.

### **Gratitude and Prayer Circle**

Sit in a circle and remind the children one should pray for the donor upon receiving charity. Have each person in the circle take turns sharing a nice thing someone else has done for them (ideally someone who is not sitting in the circle). Try to keep it anonymous. After each child shares, ask him/her to make a *dua'a* for the donor out loud and everyone will say "Ameen." Let the children develop their own *dua'as* but if they need help, you may suggest, "O God ﷻ, please grant this person good in this life and the next. Ameen."