

Ihsan 2021

Islamic Education and Stewardship

Main Mentor: Yasser Al-Askary

Supporting Mentor: Zahra Ali



The Ihsan level will partake in an Islamic Education and Stewardship course during the second half of the year from 9.30 AM to 12.20 PM every Saturday.

The focus of this course is to provide students with the toolkit to navigate their lives in the current context while building up their religious knowledge and practice. It also seeks to boost their collaborative skills and provide them with a variety of opportunities in a safe Islamic environment.

A variety of content will be introduced during this program, including shirk and fiqh, the 5 communicative languages, the revolutions of Imam Al-Sajjad and a glance at Islamic philosophy. We will also be discussing Surat Yusef at length.

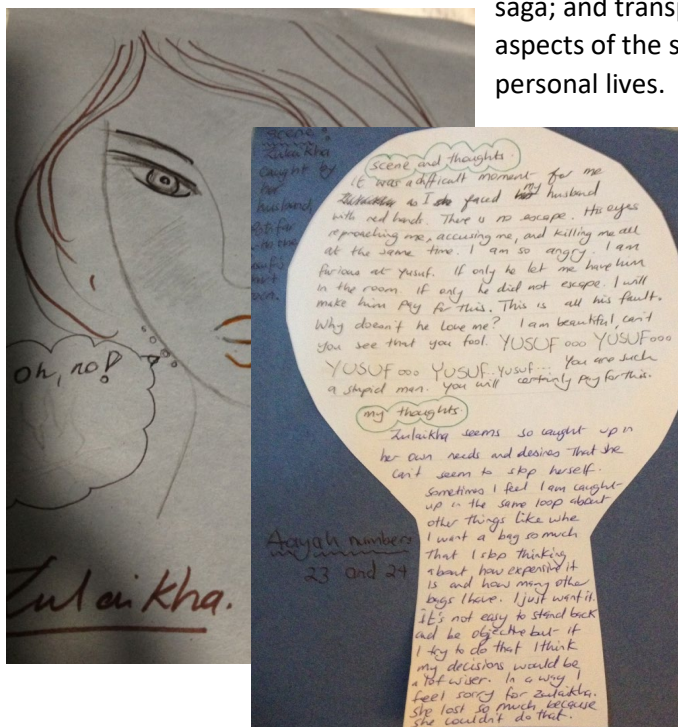
SURAT YUSUF

Over the 12 weeks Surat Yusuf will form a major part of our discussion in Islamic Education with Hajj Yasser. Being the best of stories, as the Qurán describes it, the story of Prophet Yusuf is highly relevant for today's youth providing familiar scenarios, dealing with emotions, personal struggles, and guidance. Key words that highlight the diverse topics in the surah:

1. The position of the father
2. Father - son relationship
3. Being humble

4. The importance of knowledge
5. Gratitude
6. Beauty and attraction
7. Women and relationships
8. Modesty
9. Negative aspects of the nafs: desire and being conniving
10. Patience
11. Our relationship with God
12. Temptation
13. Youth
14. Wealth
15. Lies and what they lead to
16. Forgiveness and ultimate contentment of the soul
17. Revenge
18. Love and its true meaning
19. Brothers and sibling rivalry
20. Jealousy/envy
21. Hardship
22. Being alone
23. Confidence
24. Accepting what is decided by God
25. Migration and growing up in foreign culture
26. Work ethics
27. Working with non-believers

Workshops include creating an open minded portrait for a main character in the story of Yusuf; translating the story into modern day saga; and transposing various aspects of the story onto their personal lives.



Questions
Orientation: Character details
What is the name of your character?
Describe your character – what do they look like?
From the story, list any background information about your character. Include: List any family members you identify; and Where your character comes from.
The Scene: What happens to your character
Describe a scene from the story that your character appears in. Who appears in the scene? Where is the scene set – is it in the palace or the prison or a tent etc. Are there any conversations happening? Write down what you think the characters are talking about.
How is your character feeling? Use descriptive paragraphs. Get into your character's head and imagine how the character is feeling.
What is your character thinking? What questions do they have? What plans are they making? What fears and hopes do they have?
Your Thoughts: What do you think?
What do you think about your character and their role in the story? What do you like/dislike about your character?
Would you act differently from your character? Explain your answer.
What do you learn from your character's experience?

STEWARDSHIP

The second major component of Ihsan Islamic Education is the stewardship program. This involves the practical application of Islamic morals and values in our daily lives. This program is split into three components:

EXPERIENTIAL:

Running before and during the first 3 weeks of Islamic Education, Ihsan youth will be exposed to a variety of volunteering opportunities including:

- An volunteer shift with Fareshare kitchen and Gardens
- Guiding younger classes through the wudhu process and leading prayers
- Volunteering with staff at the 2021 muharram program
- Helping in the organisation of Hajj day
- Visiting the elderly

During this period, the 5 communicative languages (also known as the 5 love languages) will be introduced within an Islamic context. These will help clarify the components of communication and highlight that each person communicates differently, which may result in conflict if misunderstood. The mentees will learn to identify these languages and to speak them in attempt to build stronger relationships with their relatives, friends and colleagues. Mentees will be encouraged to put this into practice with classmates and family through an acts of communication bingo game.

OBSERVATIONAL

The following three weeks will involve investigating and understanding the community we live in. This will involve having the youth interview different members of our community to learn more about how they got to where they are. This is further contextualised through an exploration of how political unrest and conflict can impact both an individual and the societal construct.

Youth are interested in making change. They want the world to be a better place and want to play a big part in doing so. But, without the outlet nor the recognition they often shy away from it. As part of this course we aim to redefine what change really is, and understand that small things may seem insignificant initially, but they have a butterfly affect that can potentially change lives.

The major theme during this period is revolution and change. Revolution is the outcome of dissatisfaction, and it has been implemented in a variety of ways throughout history. Most notable are the French and American revolutions; however their success is debatable. The youth will be prompted to analyse how change implemented through such methodology does not necessarily achieve the 'freedom' or 'justice' sought. They will also compare it to the 3 revolutions of Imam Al-Sajjad, putting the issue in an Islamic context and providing an example of how small acts can have big results.

ACTION

The last component of this course which runs over 6 weeks will have the Ihsan youth develop their own community projects and implement them. These projects could include but are not limited to:

- Bake stalls for charity*

- Women's/men's gathering (social and religious)*
- Curating a list of Muslim friendly media and sharing that in an engaging manner (eg. Via reviewing on YouTube)
- Volunteering with a Muslim youth program (eg. Dar al-quran, Barakah programs)
- Doing a one-off morning breakfast café for staff and parents*

*Similar projects done in previous years

The youth will be divided into groups of four and work as a team in conceptualising, planning and running their chosen project within the guidelines provided, which include:

- There needs to be a defined target audience
- The project must respond to an issue
- Each project must have an Islamic element
- Each group member needs to have an assigned role and contribute to the final outcome.
- The project must be carried out and completed within the 6 week period

The mentees will have the help of Yasser and Zahra in arranging these events.

In summary: Students in year 7 and up participate in the Stewardship program where they gain a higher level of independence and participation in community work. Students have the unique experience of working with our organisation to develop youth programs, aid our mentors, mentor younger students, run charity and community projects, and help out in administration. The Program may include social activities, sports, discussion circles etc with mentors who are trained to facilitate these activities effectively. Students also have the opportunity to discuss theological questions with their mentors and seek support in their spiritual journey

