

Teacher guidelines

Year: KS4

Date:

Teacher:

Subject: Power for Good

Lesson objectives:

- To define bullying as Zulm (\text{ظُلْم}) (oppression/injustice) and understand its spiritual gravity.
- To apply the Hadith of Intervention (Hand, Tongue, Heart) as a framework for using the Power for Good.
- To recognise that restraining a wrongdoer is an act of Rahmah (mercy) that protects the entire community.
- To commit to specific actions that Stand Up, Spread Kindness, and Create Safer Environments.

Materials/Resources:

- Slides: "The Power for Good" presentation (anti_bullying_islamic_ks4_v2.html).
- Worksheets: Printable Worksheet 1 (Zulm Analysis) or Worksheet 2 (Rahmah in Action).
- Equipment: Projector, writing materials, post-it notes/small cards for Plenary.

Activities:

Main Input (15 mins):

Starter: Defining Power (5 mins)

- Activity: Display the theme "The Power for Good."
- Prompt: Ask students to silently write down three examples of social or spiritual power they possess (e.g., power of influence, power of voice, power of kindness).
- AfL: Ask for a few shared examples. Which type of power is most effective in stopping bullying?

Main Input: The Islamic Framework (15 mins)

- Zulm (Injustice): Explain the Hadith Qudsi: "I have forbidden zulm to Myself..." Discuss how bullying violates the community's trust (Amanah) and harms the wrongdoer's soul.
- Intervention Hadith: Present the Hadith: "Whosoever of you sees an evil, let him change it with his Hand, then with his Tongue, and if he is unable to do so, then with his Heart."
- Questioning (Slide 11): Use the follow-up question: Why is reporting to an adult the safest and most powerful 'Hand' action a KS4 student can take?

Worksheet Application (20 mins)

Focus:

- Students completing Worksheet 1 will write a short reflective story that demonstrates how using one's Power for Good can transform zulm into rahmah (mercy) – showing courage, compassion, and Islamic values in action.
- Students completing Worksheet 2 will analyse real-life bullying scenarios and identify the most appropriate Power for Good responses, supported by Hadith or Qur'anic principles.

Differentiation:

- For students who prefer creative expression, encourage them to work on Worksheet 1 and focus on empathy through storytelling.
- For students who need more structured guidance, assign Worksheet 2 to help them apply Islamic principles to clear, real-world situations through discussion and reflection.

Plenary: The Two Hands of Power (5 mins)

- Activity: Use the Two Hands of Power silent plenary.
- Commitment:
 - a. Raise the Right Hand (for the 'Hand' action of Creating Safety this week).
 - b. Raise the Left Hand (for the 'Tongue' action of Spreading Kindness this week).
 - c. Clasp hands together (for the Amanah/Trust of the commitment).

Assessment Opportunities

Formative Checks

Use quick, ongoing checks like Whiteboard quizzes to define Zulm and Thumbs Up/Down for scenario application. This verifies immediate understanding of core concepts and intervention methods.

Summative Evidence

Collect student work, focusing on Worksheet Part 4 (justifying why restraining a bully is a merciful act) to confirm application of the Rahmah concept. A final Exit Ticket should require students to synthesise the difference between the 'Hand' and 'Tongue' intervention methods.

This **ANTI-BULLYING WEEK**
we will use our Power for Good

POWER FOR GOOD

#ANTIBULLYINGWEEK

لَيْسَ الْمُؤْمِنُ بِالطَّعَّانِ، وَلَا اللَّعَّانِ،
وَلَا الْفَاحِشِ، وَلَا الْبَذِيءِ

“A believer is not one who
insults, curses, or speaks
indecently.”

— Tirmidhi

Aani
studio



NASIRAH
PUBLICATIONS