

// SENIOR PROGRAM (12-18)

CHECKLIST OF LEARNING OBJECTIVES

- ✓ How to lead Jumu`ah Prayers
- ✓ Etiquette of offering Jumu`ah Prayers
- ✓ Etiquettes of the mosque
- ✓ Etiquettes of meetings
- ✓ Etiquettes of everyday actions
- ✓ How both genders should observe pardah
- ✓ How to access international home page of Islam Ahmadiyyat
- ✓ Where to find answers to questions by Hazrat Khalifatul Masih IV (rh)
- ✓ Where to find answers to frequently asked questions on Islam
- ✓ Where to find answers to allegations on the Holy Prophet (sa)
- ✓ Where to have to live discussions on-line
- ✓ Harms of pornography and appropriate usage of the Internet
- ✓ Do's and don'ts of marriage and related issues (dating, cousin marriages, marrying non-Ahmadis, etc.)
- ✓ Equality of women in Islam
- ✓ Islam's teachings on polygamy
- ✓ How to prepare a speech
- ✓ How to design a flyer
- ✓ Battling materialism

RESOURCE NEEDS

Please have the following resources available during the Camp:

- Sufficient number of Qur`ans for the students
- A camera with video relay to the girls side
- A computer with an Internet connection hooked up to a large screen
- Internet-enabled computers or a library/set of books for finding references
- Blank papers, pens/pencils, colouring materials (markers/crayons)
- Awards/prizes and certificates

DAY 1

OPENING CEREMONY & TEAM BUILDING

Introduce to the students the purpose of the camp and go over the checklist of their learning objectives over the next 3 days.

Consider a good icebreaker or a team building activity.

SPORTS & PHYSICAL FITNESS

Organize sports or an activity that students like. Don't forget girls if they are participating. In one camp, they arranged indoor rock climbing for female students and it was a major hit.

Q/A & INFORMAL DISCUSSION

In an informal, confidential, and non-judgmental setting, students should be encouraged to ask any questions they deem significant. If feasible, consider an outdoor venue with a bonfire and s'mores.

DAY 2

FAJR & DARS

Consider asking a student to lead Fajr. Two suggested topic for Dars: the benefits of sleeping early at night, and why we should we obey our parents. Less than 10 minutes in duration.

QUR`AN ASSESSMENT

Print the Qur`an Assessment sheet (at the end of this document) for each student. Have each student recite the Qur`an and make corrections as they recite. Use the printed Qur`an Assessment sheet to record each student's individual performance and hand the sheet back to each student so they can see their performance and how much improvement is needed.

SHOW ME HOW TO DO IT

During this period, the students will be taught how to practise our knowledge – how to practically implement Islamic rituals and practices in our lives.

Ask each student to perform the required actions below. Provide them with individual feedback in real time on how to do it correctly. This is not a lecture. Students must perform these tasks individually in the presence of the instructor.

Pace yourself with the material below – it is to be covered over both Days 2 and 3. Feel free to also cover some of the topics and material from the Junior Program version of this class, if necessary (topics include: **Wudu, Tayammum, Adhaan, Salat, Salat in Congregation**).

A. LEADING & OFFERING JUMU`AH

Appoint a student to lead Jumu`ah Prayers and deliver the Sermon. The rest of the students should act as if they are attending Jumu`ah Prayer services.

Jumu`ah Prayer is at the time of Zuhr Prayers on Friday. It contains a Khutbah (Sermon) and the four regular Fard rak`aat are reduced to two. The recitation of the Qur`anic verses is aloud. There are two Adhaans, the first is just like that for Zuhr and the second one is just before the Imam stands to deliver the sermon.

The sermon consists of two parts. In the first, the Imam recites tashahhud, ta`awuz, Surah Fatihah, and then addresses the Muslims in the local language. When he finishes his first sermon, he sits down for a moment and then stands up and reads the second part, the Khutbah Thaania, in the Arabic language. Please watch and make sure the students observe the etiquettes of **Salat** and **Salat in Congregation** as taught in the Junior Program version of this class.

Also make sure the students observe the following etiquettes of Jumu`ah Prayers:

1. Listen to the sermon silently, but if the Imam asks something, reply to him.
2. Any type of conversation is prohibited during the sermon. Even if someone has to be told to refrain from conversation, it should be done with hand gestures. One should not indulge in games during the sermon, because the sermon is a part of the Prayer.
3. Go to the Masjid early for the Friday Prayers as it contains great reward.
4. Do not indulge in idle talk before the Friday Prayer.
5. Four raka`at of Sunnah Prayers should be offered before and after the Friday Prayers. It is also permissible to offer two raka`at Sunnah after the Friday Prayers. If the sermon has started, offer two raka`at of Sunnah before the Friday Prayer.
6. If you reach the Masjid when the Sermon has started, do not force your way to the front rows by jumping over the shoulders of people already sitting, nor ask other people to move. Sit wherever you find a place.
7. During the Friday Sermon do not sit all bundled up.

B. ETIQUETTES OF THE MOSQUE

Develop interesting scenarios and use role-play to physically act out the below etiquettes, showing the students what is proper and improper in a mosque.

1. None should indulge in gossips in the mosque. One should either be praying there or engage himself in the remembrance of God or the people should talk about the religious affairs - but, of course this talk must not disturb those who are engaged in their Prayers.
2. On entering the mosque you should offer the following prayer: "*Bismilla hissallato wassalamu alaa Rasoolillahi Allahummagh firlee zonoobe waftah lee abwaba rahmatika.*"
3. You may offer two Rak`aat Nafl on entering the mosque; it will be something like gratitude to God on enabling you to reach the mosque for a virtuous deed (the Prayer). It will be a means of reward from God the Almighty.
4. If somebody is praying, you should not pass in front of him - of course you can do so if you pass a little away from the place of his prostration.
5. It is very undesirable that the people should talk loudly or do some thing undesirable - these things disturb the people who are engaged in prayer at that time.
6. The mosque must always be kept clean and if possible some scent should be used there to make the place very much agreeable; nothing dirty should be left there; it should be removed as early as possible.

7. You should not eat anything that gives bad smell, before going to the mosque; your mouth odour will be very disturbing to others.
8. You should not spit inside the mosque or on its stairs.
9. Do not engage yourself in buying or selling things in the mosque nor should you talk of trade there.
10. It is very undesirable that the announcement be made in the mosque about the lost property; of course if the missing thing was lost from within the mosque then the announcement is permissible to be made within the mosque.
11. Those who come late should not jump over the heads of others to go to the front lines.
12. Small children who might make noise or who might urinate there, should not be brought to the mosque.
13. When you come out of the mosque, you should pray in the following words: "Allahumma innee as-aloka min fazlika wa rahmatika."

C. ETIQUETTES OF MEETINGS

Develop interesting scenarios and use role-play to physically act out the below etiquettes, showing the students what is proper and improper during a gathering.

1. On arrival and departure say Assalaamu `alaikum.
2. If there is plenty of space, you may spread out. When necessary sit close to each other.
3. In company never ask another to make room for you.
4. Sit where this is a space for you. Do not jump over the shoulders of others in an attempt to sit in front. Do not squeeze between two others.
5. Do not eat garlic or raw onions or any other smelly food, when you are to be in a gathering.
6. If someone in authority asks you to leave you must leave without taking offence. Leave unquestionably and in a humble manner.
7. If someone moves away from his seat, since he has prior right to return to the same seat, he should leave a hat or a handkerchief etc. so that others may know that he intends to return.
8. Do not whisper into the ears of others in company. If necessary, with permission, move away and talk.
9. Listen carefully to a speaker or whoever is talking. Do not interrupt and never be guilty of heckling.
10. Do not ask too many questions and totally avoid asking absurd questions.
11. Do not disclose the shortcomings of others nor should you reveal your own weaknesses.
12. If someone is being unfairly accused, he should be suitably defended.
13. Talk about Allah and meritorious good deeds.
14. Cheerfulness and light, polite jokes are in order to retain the interest of those present.
15. Present an item for discussion only when the item under consideration has been dealt with.
16. Do not depart from the company without a valid excuse as a departee often misses an item of beneficence.
17. If you have to leave, seek permission from the one who is presiding.
18. If some articles have to be distributed, begin distribution from the right hand.
19. Avoid belching, yawning, dozing, or breaking wind. If someone else is responsible for any of these acts do not laugh at him.
20. Do not sit in a place apparently reserved for someone else.
21. Make sure that you wear clean and appropriate clothes.

22. Eagerly participate in a company where there are senior, pious people present.
23. Do not remain sitting in a company where verse from Allah and His admonitions are being denied or ridiculed. You may sit only when they become engaged in some other topic.

D. PERFORMING EVERYDAY ACTIONS

Ask the students to perform the following actions and teach them the correct manners:

1. Opening a door for the elderly
2. Greeting and shaking hands with elders
3. Offer an elderly a seat
4. How to sit with respect
5. How to eat and drink with dignity

E. OBSERVING PARDAH

On the boys' side, the male teacher should instruct the boys on how a male does pardah in Islam, with utmost respect for women. Teach them the concept of lowering their gaze and have them practically act it out in scenarios amongst each other. Demonstrate how a Muslim male can observe this veiling of the eyes and still be respectful and dignified in necessary interactions with women.

On the girls' side, the Lajna teacher should teach girls the correct method of observing pardah according to Qur`anic guidelines and instructions of Hazrat Khalifatul Masih V (aba). The face should be covered at the forehead and at the chin. The coat should be loose and be at least knee-length. The arms should be covered to the wrists as required for Salat. Covering the head but wearing tight or low-cut blouses is not pardah. Wearing jeans is not prohibited as long as the shirts are long.

The Lajna teacher should physically demonstrate how a hijab can be done in different ways to fulfill these requirements of pardah. The girls should also practise wearing a hijab in whatever way they feel comfortable, as long as it fulfills the requirements of pardah as outlined above.

FINDING KNOWLEDGE

How do we find knowledge – the things that many of us don't remember but know where to find it? The objective of this class is to train the participants to explore, browse and find spiritual knowledge. The instructor should help the participants find materials by browsing through Jama`at Websites with a hands-on approach. For a successful class, you will need a laptop with an Internet connection hooked up to a large screen for everyone to see.

The goal is to acquaint the students with the following core Jama`at sites:

alislam.org

AskIslam.org

IslamicFAQ.org

MuhammadFactCheck.org

Forums.SpiritualFitness.us

The following process is a suggestion as to how the class can be run:

Open Google and ask everyone if they know this site. Ask them for examples of things they search for and ask for volunteers to use the laptop to search anything they find interesting for everyone to see.

Ask them where they would go to find something on Islam or Ahmadiyyat. Get volunteers to demonstrate what they would do. Explain how it is just as important, if not more, to be able to obtain this knowledge as well as the worldly knowledge they previously demonstrated.

If a student volunteer has not already done so, introduce the students to alislam.org. Take them through the Website thoroughly – the two columns on the bottom half of the page (one on Islam, one on Ahmadiyyat) and their related links. Make the walk-through engaging and relevant to the students and today's world; and use student volunteers to comb through the Website.

Guide a student volunteer to take the class through the page on the Holy Qur`an – Arabic, Urdu, and English search, the different translations and commentaries, documentaries and videos and *duroos* on the sidebar with links to *tilawat* and pronunciation lessons.

Keep rotating student volunteers as the class progresses. Have another one go through the page on Ahadith and books on life of the Holy Prophet (sa). Another student should take everyone through the page on Ruhani Khaza`in – English translations and search engine. Have another student go through the Library and showcase the expansive literature available on the site. Pick out a couple of the more interesting books and show them on screen.

Have a student volunteer take them through the Media Library and Apps section. These are the things kids love – YouTube videos and phone apps. Comb through these sections and make it exciting and interesting.

Also make sure the students are familiar with the Friday Sermons section of the site where they can find the latest Khutbah as well as previous archives.

After completing this cursory introduction to alislam.org, have a student volunteer introduce everyone to AskIslam.org (can be found in the sidebar on alislam.org). Explain how the nature of this site is an archive of question/answers from Hazrat Khalifatul Masih IV (rh). Ask the students any sample questions and have a student volunteer search them on this site. Or, have the students ask any questions they may have (from societal issues to science & technology to world politics and religious concepts) and have a student volunteer search them on this site. See what answers you can come up with.

Go back to alislam.org and have another student volunteer introduce everyone to IslamicFAQ.org (can also be found in the sidebar on alislam.org). Explain how this is another question/answer site, but with written questions and answers relevant to today's issues. These are questions people frequently ask about Islam. Using a student volunteer, take the class through a handful of questions and answers from each category on this site in a fun and engaging way.

Next, have a student volunteer take everyone through MuhammadFactCheck.org. This is a site that answers allegations against the Messenger of Allah (sa). Using a student volunteer, take the class through some of the more common allegations and their answers on this site in a fun and engaging

way.

Now, ask the class, what do you do if you have a question that hasn't been answered yet? Introduce the class to Forums.SpiritualFitness.us in an exciting way and take them through some of the more engaging and relevant discussions. Encourage the class to sign up and start asking questions on the site.

As a concluding overview, test the students to see if they were paying attention. Ask the students – what is our international homepage? Where can we search different answers to questions from Hazrat Khalifatul Masih IV (rh)? Where can we find frequently asked questions about Islam today? Where can we find answers to allegations against the Holy Prophet (sa)? Where can we go to ask a live question? To answer each question, ask a student volunteer to demonstrate on the laptop. Then, ask student volunteers to pull up specific pieces of information randomly, on demand, from the different sites we just walked through.

And that's a wrap for our Finding Knowledge class on Day 2! On Day 3, we are going to see if the students actually retained what they learned – we will take the students through a practical real-world scenario and really put their abilities to the test!

APPLYING KNOWLEDGE

The purpose of this class is to learn how to apply our knowledge through interactive discussions on hot-button/taboo topics.

The instructor is to facilitate and manage discussions on the issues below for the students to actively participate and thus develop a clear line of thinking on controversial issues. Ask them questions and then guide them to the correct conclusions, letting a young role lead these conversations. You may want to play some of the video clips we've linked to below to ignite these conversations, so having a laptop with Internet connection would be a good idea for this session. From the topics below, cover as much of the material as you can, but prioritize and focus on those topics the students themselves are most interested in. Feel free to cover some of the topics and material from the Junior Program version of this class, as well, based on the students' interest (topics include: **"A Spiritually Fit Muslim and Technology/Media"**, **"A Spiritually Fit Muslim at School"**, **"A Spiritually Fit Muslim & Science"**, **"Why Religion? Why God?"**).

A Spiritually Fit Muslim & Internet/Pornography

Let a young role model lead a conversation about the ills of rampant pornography in society, how it harms young minds and bodies, and some ways to protect ourselves. Here are a few suggested conversation points:

1. How does it harm your mind?
2. How does it harm your body?
3. What effect can frequent exposure to such material have on your psychology?
4. How can we protect ourselves?

Feel free to use the following resources to help guide the discussion:

[Secular Studies](#)

1. [Your Brain On Porn](#). "Evolution has not prepared your brain for today's Internet porn." Gary Wilson's ongoing curated blog
2. [The Demise of Guys?](#) "The problem is they now prefer the asynchronistic Internet world to the spontaneous interaction in social relationships." Philip Zimbardo for TED, March 2011
3. [The Great Porn Experiment](#). "Arousal addiction symptoms are easily mistaken for such things as ADHD, social anxiety, depression, concentration problems, performance anxiety, OCD and a host of others." Gary Wilson for TEDxGlasgow, May 2012

Speech at Jalsa Salana USA 2013 by Imam Rizwan Khan

1. <https://www.youtube.com/watch?v=lirSHh6Mlts>

Forums Discussions

1. <http://forums.spiritualfitness.us/discussion/comment/1811/>
2. <http://forums.spiritualfitness.us/discussion/312/blocking-pornography>

The Do's and Don'ts of Marriage

Students should discuss various issues related to marriage. Finding a spouse, courtship, why marry Ahmadis, issues with cousin marriages, risks of marrying outside the Jama`at, etc. A few suggested conversation points:

1. Why do you think divorces are so prevalent in today's society?
2. What goes wrong?
3. What would you do differently? How would you act in a marriage? (Present case study scenarios of contention between husband and wife)
4. How does Islam define the role of the husband and wife in a marriage?
5. How does this help in alleviating many problems in families today? (HINT: Islam gives an equal division of responsibility and says men are mainly responsible to earn for the house, and women are mainly responsible to take care of the house)
6. Why are we not allowed to marry outside the Jama`at? (HINT: Give historical context – by marrying outside Jama`at people were effectively leaving the Jama`at and resultant children were also practically non-Ahmadi)
7. What are the pitfalls of marrying outside the Jama`at?
8. Practically, what future is in store for you as you have children and start a family?
9. Why aren't we allowed to date? (HINT: discuss the psychological dangers of dating)
10. I don't want an arranged marriage. How does Islam say I should find a spouse? (HINT: facilitated marriage – middle path between extremes of arranged marriage and dating)
11. Does Islam really allow cousin marriages? (HINT: provide scientific as well as factual and logical evidence in favour of Islam's position)

Feel free to use the following resources to help guide the discussion:

Secular Studies

1. [Study: Couples who share religious practices tend to be happier than those who don't](#). "True to the aphorism, couples who pray together stay together." Donna St. George for The Washington Post, August 2010
2. [Dating Trajectories From Middle to High School: Association With Academic Performance and](#)

- Drug Use.** Pamela Orpinas, Arthur Horne, Xiao Song, Patricia Reeves and Hsien-Lin Hsieh for the Journal of Research on Adolescence, February 2013
3. **The Things You Do for Me: Perceptions of a Romantic Partner’s Investments Promote Gratitude and Commitment.** Samantha Joel for the Personality and Social Psychology Bulletin, July 2013
 4. **On the causes and consequences of divorce.** Alessandro Balestrino, Cinzia Ciardi and Claudio Mammini for The Journal of Socio-Economics, August 2013
 5. **Divorce and changes in the prevalence of psychotropic medication use.** Nina Metsa-Simola and Pekka Martikainen for Social Science and Medicine, October 2013
 6. **Go ahead, kiss your cousin. Heck, marry her if you want to.** “Intermarriage decreases the divorce rate and enhances the independence of wives, who retain the support of familiar friends and relatives.” Richard Conniff for Discover Magazine, August 2003

SpiritualFitness.us (multiple discussion videos)

1. <http://spiritualfitness.us/hot-topics/relationships-marriage/>

Forums Discussions

1. <http://forums.spiritualfitness.us/discussion/comment/3014>
2. <http://forums.spiritualfitness.us/discussion/comment/2924/>
3. <http://forums.spiritualfitness.us/discussion/comment/2778>
4. <http://forums.spiritualfitness.us/discussion/comment/2764>
5. <http://forums.spiritualfitness.us/discussion/comment/2652/>
6. <http://forums.spiritualfitness.us/discussion/comment/2509/>
7. <http://forums.spiritualfitness.us/discussion/comment/2503/>
8. <http://forums.spiritualfitness.us/discussion/comment/2259/>
9. <http://forums.spiritualfitness.us/discussion/comment/1973/>
10. <http://forums.spiritualfitness.us/discussion/comment/1859/>
11. <http://forums.spiritualfitness.us/discussion/comment/1635/>
12. <http://forums.spiritualfitness.us/discussion/comment/1252/>
13. <http://forums.spiritualfitness.us/discussion/comment/569/>

Gender Equality & Womens’ Rights

A few suggested conversation points:

1. Are women inferior to men?
2. Are they suppressed in Islam?
3. Why do they have to do purdah?
4. Is there a purdah men have to observe as well?
5. What is the role of women in Islam? (HINT: They may be different from men, but they are still equal; respecting differences creates equality, ignoring differences creates inequality)

Feel free to use the following resources to help guide the discussion:

Forums Discussions

1. <http://forums.spiritualfitness.us/discussion/comment/3900/>
2. <http://forums.spiritualfitness.us/discussion/comment/3776/>
3. <http://forums.spiritualfitness.us/discussion/125/should-married-muslim-women-be-ambitious->

[about-pursuit-of-careers](#)

4. <http://forums.spiritualfitness.us/discussion/325/staying-home-can-make-women-dull-and-depressed>
5. <http://forums.spiritualfitness.us/discussion/comment/2942/>
6. <http://forums.spiritualfitness.us/discussion/comment/2265/>
7. <http://forums.spiritualfitness.us/discussion/63/saying-salaam-to-opposite-gender>
8. <http://forums.spiritualfitness.us/discussion/comment/1600/>
9. <http://forums.spiritualfitness.us/discussion/comment/1493/>
10. <http://forums.spiritualfitness.us/discussion/comment/1307/>
11. <http://forums.spiritualfitness.us/discussion/comment/1260/>
12. <http://forums.spiritualfitness.us/discussion/comment/259>
13. <http://forums.spiritualfitness.us/discussion/comment/83/>

Polygamy

A few suggested conversation points:

1. Why does Islam allow polygamy?
2. What is the nature of this teaching? (HINT: Only way to take care of women when population of genders fluctuates)
3. Under what conditions does Islam allow the practice of polygamy? (HINT: Justice between all wives)

Feel free to use the following resources to help guide the discussion:

Forums Discussions

1. <http://forums.spiritualfitness.us/discussion/comment/353/>
2. <http://forums.spiritualfitness.us/discussion/37/legality-of-polygamy>
3. <http://forums.spiritualfitness.us/discussion/95/is-underage-marriage-un-islamic-polygamy>
4. <http://forums.spiritualfitness.us/discussion/226/polygamy-can-be-practiced-without-any-justification>

CREATE KNOWLEDGE

The purpose of this class is to teach and train the students to develop and work on a creative project of their own. In today's class, we will learn **How to Prepare a Speech**. Spend no more than the first 15 minutes teaching and guiding the camp participants on **How to Prepare a Speech** (see the guide below). Answer any questions they may have, then give them the next 30 minutes to prepare a short 2-3 minute speech on any topic they wish (make sure it is related to religion). It would be wise to provide the students with Internet-enabled computers for them to look for references (especially with the skills they are learning in the Finding Knowledge class). If this is not possible, then please provide them with a library or set of basic books which they can use to find references. Feel free to answer any questions they may have and be available to fully help and guide them in completing this task.

After their 30 minutes are up, each student must present their speech before the class. The instructor should correct any mistakes and offer suggestions for improvement. The instructor should also grade the students on their speeches. In the Closing Session on Day 3, the students with the top 3 speeches should be given prizes.

HOW TO PREPARE A SPEECH IN 10 STEPS

1. PRAY FOR YOURSELF AND FOR YOUR SPEECH WRITING PROCESS
2. SELECT A TOPIC IF YOU HAVE NOT BEEN PROVIDED WITH ONE
3. PREPARE A THESIS ON YOUR TOPIC. WHAT IS THE MAIN ARGUMENT OR POINT THAT YOU WILL BE PRESENTING?

For example, if your topic is **'bananas'**, your thesis could be **'bananas are a source of many nutrients for our bodies'**. Keep in mind who your audience will be.

If your topic is **'The Life of the Holy Prophet [sa]'**, your thesis could be **'The life of the Holy Prophet [sa] is an ideal example of showing fairness and kindness to others'**. Ensure your thesis is not too specific, otherwise you will not be able to expand on it during your speech. Also ensure that it is not so vague that your speech will be too scattered and not have one main focus.

4. PREPARE THREE SUPPORTING ARGUMENTS TO SUPPORT YOUR THESIS

The main portion of your speech will be the supporting arguments that you present to support the thesis that you have prepared. These arguments should not be too specific, because then you will not be able to expand on them. They should also not be too vague, as that will make you lose focus and become scattered. Keep in mind who your audience will be and what types of arguments will be convincing and interesting to them.

For example, if your thesis is **'bananas are a source of many nutrients for our bodies'**, your three main arguments could be: **fiber, potassium, and vitamin B**.

If your thesis is **'The life of the Holy Prophet [sa] is an ideal example of showing kindness to others'**, your three main arguments could be: the Holy Prophet [sa] demonstrated kindness to his own family, kindness to his business partners, and kindness to slaves and prisoners of war.

5. PREPARE MATERIAL TO SUPPORT EACH OF YOUR THREE ARGUMENTS

Each of your supporting arguments will have to be expanded on during your speech. Here is where you can provide specific examples of each of your arguments. Each example should be backed up by a reference to prove that you have gotten your points from reliable sources and they are true. You can use statistics, numbers, quotations, incidents, etc. to convince your audience of your argument. Keep in mind who your audience will be and what types of references they will be familiar with and trust.

For example, if your three main arguments are: **fiber, potassium, and vitamin B**, then you should prepare examples how the banana is a significant source of each nutrient, how the banana provides them to our bodies, and why they are important for our bodies.

If your three main arguments are: the Holy Prophet [sa] demonstrated kindness to his own family, kindness to his business partners, and kindness to slaves and prisoners of war, then you need to expand on each of those topics. For the first topic, you can talk about his treatment of

his wives and children and provide specific examples of each. For the second topic, you can provide examples of business transactions that he made and how he was just and honest throughout them. For the third topic, you can provide examples of how he treated prisoners of wars and slaves, etc.

6. PREPARE AN INTRODUCTION

Your introduction should be catchy, witty, smart, humorous, and interesting. It should make even a boring topic sound like the most exciting topic to listen to. Start off with a bang! Hook your audience from your very first sentence so that they *want* to hear what you have to say about this topic.

You can start with a question, a quotation, a statistic, etc. Keep in mind who your audience will be and what statement will impact them.

If your topic is 'bananas', your introductory statement can be: "What if there was one food that was packed with so many nutrients that it could give you an energy and health boost in less than two minutes? Wouldn't it be convenient to grab this snack on a busy morning or right before a track meet? Well the good news is – there is such a snack!"

7. PREPARE A CONCLUSION

Your conclusion should be a summary of your speech. It should wrap up your argument in such a powerful way that the audience is completely convinced of your argument by the end of it. Rephrase your thesis and supporting arguments. Wrap up with something memorable and witty, and with an action statement.

For example, if your topic is 'bananas', your last sentence could be, "An apple a day might keep the doctor away, but a banana a day will keep weakness at bay – let's all make a pact to do our bodies a favor and eat at least one banana everyday!"

8. ADD APPROPRIATE INTRODUCTORY GREETINGS

Add appropriate greetings and prayers to the beginning of your speech. For example, add Ta'awwudh, Bismillah, and Tashahhud.

Who is your audience? Add the proper greeting: 'Dear brothers', or 'dear respected audience', or 'dear friends'.

9. ORGANIZE ALL OF YOUR CONTENT INTO A SPEECH FORMAT

Make sure all of your content is organized and flows well. Make sure your speech is not too long or too short. Make sure you have all of your references and sources.

10. PRACTISE, PRACTISE, PRACTISE!

Practise reading your speech over and over until it is perfect! Repeat it over and over to ensure you have a good flow and proper pronunciation. Memorize it if that is required. Time it if there is a time limit. Read it to your friends or family members to gauge their reactions. Become very familiar with your speech; you are the expert of it! Be ready to present it to wider audiences.

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Print the Qur`an Assessment sheet (at the end of this document) for each student. Have each student recite the Qur`an and make corrections as they recite. Use the printed Qur`an Assessment sheet to record each student's individual performance and hand the sheet back to each student so they can see their performance and how much improvement is needed.

SHOW ME HOW TO DO IT

Do a quick recap of what we covered in yesterday's class and test the students to see if they remember the key points. Remember, this is not a lecture, so ask the students to actually perform the required actions rather than just answering by mouth.

After recapping yesterday's class, finish covering whatever you weren't able to cover yesterday and complete the material. Feel free to also cover some of the topics and material from the Junior Program version of this class, if necessary (topics include: **Wudu, Tayammum, Adhaan, Salat, Salat in Congregation**). Answer any related questions the students may have.

FINDING KNOWLEDGE

With your Internet-capable computer hooked up to a large screen, do a quick recap of what we covered last class. Again, have student volunteers use the laptop and let everyone see the sites we covered yesterday being pulled up on the large screen.

After refreshing everyone's memories, it's time to see if they can use these abilities in the real world!

Get into the role of somebody completely unfamiliar with Islam – Christian, Jew, atheist, etc. Act like you know nothing of Islam other than the negative media portrayal. Now, start asking the students basic questions about Islam and Ahmadiyyat, forcing them to dig out answers to these questions in the sites we browsed yesterday.

Start with the most basic of questions that can be answered with information on alislam.org. Have student volunteers pull up the required information on the screen for everyone to see. For example, ask

questions such as:

1. What do you believe in as a Muslim? What principles does Islam stand for?
2. What is your belief regarding Jesus/Moses/other prophets?
3. So you believe Jesus is dead?
4. Give me some information about Prophet Muhammad (sa). Who was he?
5. Do you really believe the Qur`an is the literal word of God? What does the Qur`an teach?
6. I read some really violent verses of the Qur`an on a site somewhere. What are these verses talking about?
7. Are you Sunni or Shi`a?
8. Oh, you're Ahmadi? What's the difference and does that mean?
9. So who founded your group again? And how long ago? And why?
10. Tell me something about him and his life (Promised Messiah (as)).

Remember, have student volunteers pull up the information on the screen as each questions is asked.

Now that your interest, as a non-Muslim, has been piqued, start asking more provocative questions that can be answered on some of the other sites we browsed. For example, ask questions that can be answered on IslamicFAQ.org:

1. I heard Islam teaches Jihad and terrorism. Is this true?
2. But wasn't Islam spread through violence and suicide bombing?
3. Is it true that anyone who leaves Islam has to be killed? What about those who criticize or question Islam?
4. Are you at war with the West?
5. I heard Islam teaches men are better than women...
6. So women are allowed in mosques too?
7. Why do women have to dress like that? Isn't that oppressive?

Remember, have student volunteers pull up the information on the screen as each questions is asked.

Keep asking provocative questions and move on to allegations on the Holy Prophet (sa) that can be answered on MuhammadFactCheck.org:

1. Why did he marry so many women?
2. I read some pretty nasty things about him. Is it true that he married a child?
3. Did he really slaughter an entire tribe of Jews? 700 human souls?
4. Did he teach his followers to lie to spread Islam?
5. Did he attack and loot innocent people and force conversions?
6. Did he really want those who left Islam to be killed?
7. Did he really promise women in Heaven for those soldiers who died in battle?

After having student volunteers pull up answers to these questions online, keep expressing your satisfaction at getting the answers you so badly needed. With each successive question and answer, be more and more interested in learning more. Act as if they are slowly winning you over to Islam Ahmadiyyat. Start asking questions of general curiosity again, but unique and interesting ones that can

be found on AskIslam.org:

1. Do you believe in ghosts?
2. What does Islam teach about the existence of alien life forms?
3. Why does God let people suffer?
4. Are Heaven and/or Hell eternal or temporary?
5. Why can't we see God? Who created Him? Why is He a "He" and not a "She"?
6. Does Islam teach destiny or free will?
7. What is the meaning of life according to Islam?
8. How does Islam teach the achievement of world peace?

Okay, they've won you over and you're so interested in Islam Ahmadiyyat that you want to keep learning. Ask questions that bring the group back to alislam.org now:

1. So how are you (Ahmadiyya) different from other Muslims again?
2. How is your group organized and who leads your group now?
3. So you have a Khalifa? How is he different from Abu Bakr al-Baghdadi leading ISIS?
4. Does your founder or your leaders have any literature I can read?
5. Where can I read more about their lives?
6. I want to read a biography on the Holy Prophet (sa). Help me out, can you recommend a good one?
7. Your leaders are great. I love their message. Is there a way I can keep up to date with your Khalifa's message and his speeches?
8. He speaks every Friday? How can I listen?

And just like that, you're ready to convert. Now that you're an Ahmadi Muslim, you want a place where you can continue to ask questions and have these discussions with other Ahmadis. This is where the Forums.SpiritualFitness.us come in.

Drive home the point how easy it was to get all this knowledge and how based on the knowledge available just in these Websites, you went from having such a bad view of Islam to wanting to convert. Make it revolutionary, fun, and exciting and make the students feel as if they've missed out on so much by not knowing about these online resources before.

APPLYING KNOWLEDGE

For today's lesson, the class will have an interactive discussion on Materialism. We've developed an interactive PowerPoint presentation titled, **"A Spiritually Fit Muslim and Materialism – Senior Program"**. It can be found on our Website, SpiritualFitness.us, right alongside where you downloaded these materials from. Please use this interactive presentation to facilitate this discussion on Materialism.

If this discussion finishes early, please feel free to finish covering any of the topics you weren't able to cover from yesterday and complete the material. Feel free to cover some of the topics and material from the Junior Program version of this class, as well, based on the students' interest (topics include: **"A Spiritually Fit Muslim and Technology/Media"**, **"A Spiritually Fit Muslim at School"**, **"A Spiritually Fit Muslim & Science"**, **"Why Religion? Why God?"**). Answer any related questions the students may have.

CREATE KNOWLEDGE

In today's class, we will learn **How to Design a Flyer**. Spend no more than the first 15 minutes teaching and guiding the camp participants on **How to Design a Flyer** (see the guide below). Answer any questions they may have, then give them the next 30 minutes to design a flyer attracting an audience to any Jama`ati event with a theme of their choosing (make sure it is a Jama`at-related event and theme, such as an `ijtema, tarbiyat workshop, question/answer session, etc.). If possible, it would be great if the students could be provided computers with the appropriate programs so that they could create digital professional-looking flyers. If this is not possible, then please provide them with papers, markers, or any other colouring materials they will need to take part in this activity. Feel free to answer any questions they may have and be available to fully help and guide them in completing this task.

After their 30 minutes are up, each student must present their flyer before the class, along with explaining the rationale behind their designs. The instructor should offer feedback. The instructor should also grade the students on their flyers. In the Closing Session on Day 3, the students with the top 3 flyers should be given prizes.

DESIGNING A FLYER IN EIGHT STEPS

- 1) **Use a good computer program, such as Microsoft Publisher or Photoshop**
- 2) **Write a catchy title/main heading**
 - For example, instead of, "You should come and attend our Jalsa", you can write: "Have you ever wondered what it would be like to live with a perfect man? Come and hear witness accounts and learn valuable life lessons from him."
- 3) **Prepare the content of your flyer**
 - Do not have too much writing – keep it short and sweet
 - Make sure you have a sub-heading that describes what the event is so that someone who did not fully understand it from just the title is more clear on it. For example, if the main heading is "Seerat Jalsa [sa]", the sub-heading could be "An Event Celebrating the Life of the Holy Founder of Islam"
 - Make sure you include: date of event, location of event, time of event, whether or not the event is free, whether or not there is a dress code, if the event is exclusively for men or women, etc. - do not leave out any pertinent details that will mislead or confuse the reader
 - Include host information so the reader knows who is holding the event
 - Include contact information in case someone has a question about the event
 - Remember to include citations if you are using quotes or references
 - **Remember not to use Allah's name on the flyer. For example, do not write "In the name of Allah, the Gracious the Merciful", because the flyer might end up on the ground. Do not use Qur`anic verses or prayers.**
- 4) **Choose a colour theme that is easy to look at from afar**
 - Orange and black might be hard on the eyes
 - White and blue would be easier to read
 - Choose colours that contrast well together

5) Select images

- Use visual images to attract people to your event
- Use graphics and relevant images. For example, if it is a food drive you are advertising, insert photographs of previous food drives, of a family sitting down for dinner, of piles of canned food, etc.
- Remember to include citations if you are taking images from the Internet or other sources
- **Remember not to use images of the Holy Prophet [sa], the Khulafaa, or photographs that would violate purdah (such as photographs of women)**

6) Arrange the material in an attractive manner on your flyer

- Do not make the flyer too busy or too empty – find a balance
- Arrange it so that the viewer's eye will be attracted to the title and the main pertinent information
- Make it viewer-friendly and easy on the eyes
- Make it look organized and professional

7) Proofread

- Read over all the content to ensure there are no spelling or grammatical mistakes. Nothing turns viewers off of an event more than errors on a flyer!
- Ensure there is nothing on the flyer that can be offensive. For example, avoid generalized statements: "Every homeless person loves canned food"
- Have an elder or family member look it over to ensure it is ready to print

8) Print wisely

- Be realistic in the amount of flyers you will need to print. Do not print too many or too little.
- Think about where you will be posting your flyer and what sizes will be required there. For example, do not print small leaflets if you will be putting up flyers on street corners - print at least 8x10 flyers so that they can catch pedestrians' eyes. On the other hand, if you will be handing out flyers on a street corner, then print leaflets so they are easy to hand out and grab.

CLOSING SESSION

Review the checklist of learning objectives that was read out in the Opening Session of the Camp to demonstrate how the purpose of the Camp has been fulfilled over the last 3 days. Ask a student from each demographic to recount their favourite parts of the Camp or something new they learned (one junior girl aged 7-12, one junior boy aged 7-12, one senior girl aged 12-18, one senior boy aged 12-18).

Distribute prizes to the top 3 performers in each age group for the two Create Knowledge assignments:

How to Prepare a Speech

1st, 2nd, 3rd – junior girls aged 7-12

1st, 2nd, 3rd – senior girls aged 12-18

1st, 2nd, 3rd – junior boys aged 7-12

1st, 2nd, 3rd – senior boys aged 12-18

How to Design a Flyer

1st, 2nd, 3rd – junior girls aged 7-12

1st, 2nd, 3rd – senior girls aged 12-18

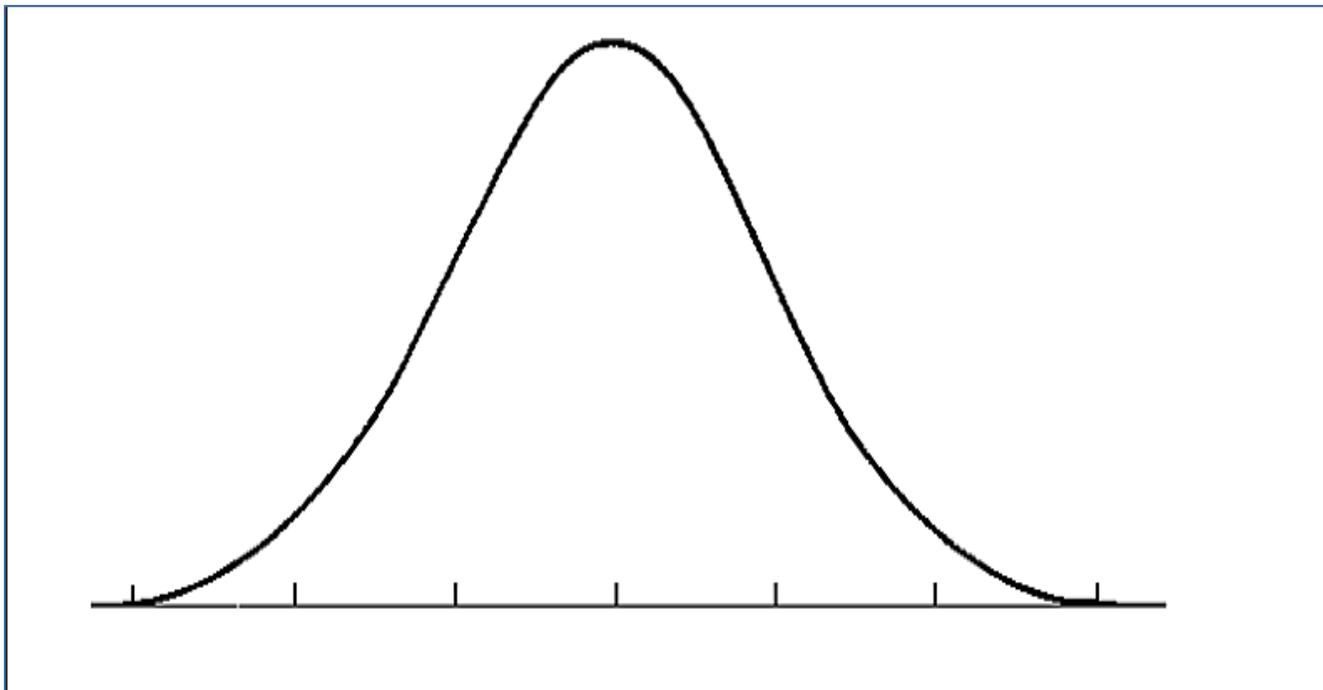
1st, 2nd, 3rd – junior boys aged 7-12

1st, 2nd, 3rd – senior boys aged 12-18

Have all eight 1st place performers present their speech and/or flyers to the entire audience.

Also consider giving certificates of completion to all camp participants.

Holy Qur'an Assessment



BELOW AVERAGE

AVERAGE

ABOVE AVERAGE

Further Resources

Ta`limul Qur`an – A Self-Study Book: <http://www.alislam.org/quran/Talim-ul-Quran.pdf>

Qa`idah Yassarnal Qur`an (Urdu): <http://www.alislam.org/quran/qaeda/index-ur.htm>

Qa`idah Yassarnal Qur`an (English): <http://www.alislam.org/quran/qaeda/index-en.htm>

Qa`idah Yassarnal Qur`an Video Lessons: <http://www.alislam.org/v/c-8.html>

Live Al-Furqan Classes: <http://moodle.alfurqan.us/>

Camp Materials – Senior Program

Create Knowledge

On the Day 1 class, introduce the camp participants to the concept of this class – to develop and work on a creative project of their own by the end of the three day camp. Ask the students to make videos, posters, essays – something of their own. They can even design better course material on one of the topics. The objective is to teach and train the participants to develop one of the above-mentioned formats.

The students are to work on this project throughout the duration of the camp – during this one-hour class on all three days as well as during the free time (such as the Rest periods) offered during the camp.

The purpose of this period is to help and guide the students to work on their projects throughout the duration of the Camp. The project will be due by the end of this period on Day 3 (before Maghrib prayers).

Teach and guide the camp participants on how to create the following pieces of work (guidelines for these pieces of work can be found in the file, “Creating Knowledge”):

- 1. How to Prepare a Speech**
- 2. How to Write an Essay**
- 3. Preparing and Using a Power Point Presentation**
- 4. Composing Thoughts After Attending an `Ijtema, Jalsa, Vacation, Marriage Party, etc.**
- 5. Composing an Analysis After Reading a Book on any Given Subject**
- 6. Designing a Flyer to Attract an Audience for the `Ijtema or any other Event, such as Fund-Raising, Tarbiyat Workshop, etc.**

Show Me How To Do It

During this period, the students will be taught how to practise our knowledge – how to practically implement Islamic rituals and practices in our lives.

Ask each student to perform the required actions for the topics below. Provide them with individual feedback in real time on how to do it correctly. This is not a lecture. Students must perform these tasks individually in the presence of the instructor.

Ghusal-e-Mayyat

The body should be washed. For this you should first put pure or warm water on the body three times. If possible, mix the water with some leaves of a plum tree. It is a sunnat.

First the parts that are washed when doing ablution should be washed. There is no need for the rinsing of the mouth or nose with water, or the washing of the feet.

You should wash the right part of the body first, then the left.

During the wash, the part of the body that should be covered (private area) should be covered.

Men should wash the body of a man and women should only wash the body of a woman.

If necessary, the husband can wash the body of his wife and the wife can also wash the body of her husband.

After the washing of the body, the Kafan (white sheet) should be wrapped. It should be white and as plain as possible and the most cheap. For a man you use 3 sheets. One kurta for the upper body. One sheet for the waist, like a skirt and one big sheet, which is also called Lafaafa.

For a woman, besides the 3 sheets mentioned above, she should also have a sheet for the chest area and a wrap for the head.

There is no need for the washing and wrapping of a martyr. He should be buried in the clothes that he is wearing.

Leading Salat as Imam

In congregational prayer, the Imam should say Takbeerat, Tasmee, & Tasleem (Salam) out loud. If people cannot hear, then a person can be appointed to repeat these words.

In Maghrib & Isha prayer, Tilawat should be done aloud with a Surah by the Imam in the first two rakaat and in a low voice in the rest of the rakaat with only the recitation of Surah Fatihah. In Zuhr & Asr, the recitation is to be in a low voice in all the rakaat.

If the imam is reciting a portion of the Qur'an besides Surah Fatihah, the Muqtadi should listen to the words carefully without repeating. If Imam is not offering that rakat aloud, then the Muqtadi can recite another surah besides Surah Fatihah if he likes.

If the Imam forgets, the men should say “SubhanAllah” and women should clap.

You can correct the Imam in recitation.

If Imam does Sajdah Sahaw, the followers should also do the same.

Imam should not prolong the prayer too much because of the sick, the old, the workers, or the weak.

The row should be straight and the people should stand beside one another. There should be no gap in between. First the first row should be complete, and then the second should be made. First the men should make their rows and then the children, and then the women. Women’s row can be made behind a curtain, but should not be too far from the congregation.

Men, children, & women should not stand in the same row, nor can women stand in front of men.

You need at least 2 for congregation. More people means more reward. If there is 2 people, the Imam should stand on the left and if there are more than 2, the Imam should stand ahead.

Those who are knowledgeable and righteous should stand in the first row.

If Imam has to break his prayer, then he should appoint another Imam.

A Muqtadi cannot stand in a row alone. He should bring someone back to stand with him. If the others are in a state where you can’t bring anyone back like in Sajdah, then it is ok.

If Imam leads prayer sitting because of being sick or weak, then the followers who can should stand.

If one comes late, he should follow the Imam. When the Imam finishes he should say Allahu Akbar and complete the rest of his prayer. He should complete his prayer as if starting his prayer from the beginning; he should say Thanaa, Ta`awwuz...

If a person has only attained one rakat, then after Imam says Salam he can either offer one rakat or sit for the middle Qa`dah or he can offer two rakaat and then sit for the Qa`dah.

If one reaches the prayer when the Imam is in ruku and has not lifted his head, that rakat will be complete.

Muqtadi should repeat Surah Fatihah in a low voice behind the Imam.

If a person has offered prayer alone and finds a congregation, he should join the congregation. One of the two offered will be considered Nafil depending on Allah.

If congregational prayer is being offered, then no Sunnat or Nafil can be offered.

If congregation begins and one is offering sunnat within the row, he should break his prayer and join right away. If he is not in the row and thinks that he can complete his prayer and join in the first rakat, then he can complete his sunnat, otherwise he should break his sunnat and join congregation.

Delivering Friday Sermon

Friday Prayer is at the time of Zuhr Prayer. It contains a Khutbah (Sermon) and the four regular Fard raka`aat are reduced to two. The recitation of the Quran'ic verses is aloud. There are two Adhaan's, the first is just like that for Zuhr and the second one is just before the Imam stands to deliver the sermon.

The sermon consists of two parts. In the first, the Imam recites At-Tashahhud (ash-hadu...), ta'awuz, Surah Faatihah, and then addresses the Muslims in the local language. When he finishes his first sermon, he sits down for a moment and then stands up and reads the second part, the Khutbah Thaanah, in the Arabic language, as follows:

الْحَمْدُ لِلَّهِ نَحْمَدُهُ وَنَسْتَعِينُهُ وَنَسْتَغْفِرُهُ وَ
نُؤْمِنُ بِهِ وَنَتَوَكَّلُ عَلَيْهِ ؕ وَنَعُوذُ بِاللَّهِ مِنْ
شُرُورِ أَنْفُسِنَا وَمِنْ سَيِّئَاتِ أَعْمَالِنَا مَنْ يَهْدِهِ
اللَّهُ فَلَا مُضِلَّ لَهُ وَمَنْ يُضِلَّهُ فَلَا هَادِيَ
لَهُ ؕ وَنَشْهَدُ أَنْ لَا إِلَهَ إِلَّا اللَّهُ وَحْدَهُ لَا
شَرِيكَ لَهُ وَنَشْهَدُ أَنَّ مُحَمَّدًا عَبْدُهُ
وَرَسُولُهُ ؕ

عِبَادَ اللَّهِ ؕ رَحِمَكُمُ اللَّهُ إِنَّ اللَّهَ يَأْمُرُ بِالْعَدْلِ
وَ الْإِحْسَانِ وَ إِيْتَاءِ ذِي الْقُرْبَى وَ يَنْهَى عَنِ
الْفَحْشَاءِ وَ الْمُنْكَرِ وَ الْبَغْيِ ؕ يَعِظُكُمْ لَعَلَّكُمْ
تَذَكَّرُونَ ۝ اذْكُرُوا اللَّهَ يَذْكُرْكُمْ وَ اذْعُوهُ
يَسْتَجِبْ لَكُمْ وَ لَذِكْرِ اللَّهِ أَكْبَرُ ؕ

All praise is due to Allah, we laud Him, we beseech help from Him and ask His forgiveness. We believe in Him, and we put our trust in Him, and we seek Allah's protection against the evils and mischiefs of our souls and from the bad results of our deeds. Whomsoever Allah guides on the right path, none can misguide him, and whomsoever He declares misled, none can guide him to the right path. And we bear witness that none deserves to be worshipped, save Allah. He is Alone, and has no partner. We bear witness that Muhammad is His servant and Messenger.

O servants of Allah! May Allah be merciful to you! Verily, Allah commands you to act with justice, and to do good to others and giving like kindred; and forbids indecency and manifest evil and wrongful transgression. He admonishes you that you may take heed; you remember Allah, He too will remember you; call Him and He will make a response to your call; and verily Divine remembrance is the highest virtue.

Finding Knowledge

How do we find knowledge – the things that many of us don't remember but know where to find it? The objective of this class is to train the participants to explore, browse and find any of the required subjects. The topics below should be covered.

Ask the students questions about each of the topics below – what they know and don't know. Ask them questions about these topics – how would they go about finding more information, what Websites would they use, what search terms would they enter? Ask the participants individually to demonstrate on a computer screen how they would seek out this knowledge. The instructor should help the participants find materials by browsing through the required Websites with a hands-on approach.

Introduce the children to the following Jama`at Websites and ask them to start searching and browsing the following Websites for the required information:

<http://www.alislam.org>

<http://www.askislam.org>

<http://www.islamicfaq.org>

<http://www.muhammadfactcheck.org>

1. History of Islam/Ahmadiyyat
 - <http://www.alislam.org/library/history/index.htm>
 - <http://www.alislam.org/library/history/ahmadiyya>
 - http://www.askislam.org/religions_and_beliefs/islam/history/index.html
2. Sharia law
 - <https://www.alislam.org/books/shariah/>
3. Companions of the Holy Prophet (sa)
 - <https://www.alislam.org/library/links/comp.html>
4. Companions of the Promised Messsiah (as)
 - <https://alislam.org/library/sahaba/index.htm>
 - <http://www.alislam.org/gallery2/v/a/sahaba/>
5. Migration
 - [http://www.alislam.org/library/books/muhammad seal of the prophets/chapter 05.html](http://www.alislam.org/library/books/muhammad_seal_of_the_prophets/chapter_05.html)
 - <https://www.alislam.org/library/history/ahmadiyya/64.html>
 - <https://www.alislam.org/library/history/ahmadiyya/65.html>
6. Jesus in India
 - <https://www.alislam.org/topics/jesus/>
 - http://www.askislam.org/people/prophets/jesus/question_1148.html
7. Philosophy of the Teaching of Islam
 - [http://www.alislam.org/library/browse/volume/Ruhani Khazain/book/Islami Asool ki Philosp](http://www.alislam.org/library/browse/volume/Ruhani_Khazain/book/Islami_Asool_ki_Philosp)
[hy/?l=English#page/-31/mode/1up](http://www.alislam.org/library/links/guide.html)
<http://www.alislam.org/library/links/guide.html>
8. Ordinance and Constitution of Pakistan with respect to Ahmadis
 - <http://www.alislam.org/library/history/ahmadiyya/96.html>
 - <http://www.alislam.org/library/books/review-of-white-paper.html>
9. Early missionaries and their sacrifices
 - <http://www.alislam.org/library/books/tabligh/InspiringEvents.pdf>

Apply Knowledge

The purpose of this class is to learn how to apply our knowledge through interactive discussions on hot-button/taboo topics.

The instructor is to facilitate and manage discussions on the following topics for students to actively participate and thus develop a clear line of thinking on these controversial issues. Ask them questions and then guide them to the correct conclusions.

Group discussion on marital life

Why do you think divorces are so prevalent in today's society? What goes wrong?

What would you do different? How would you act in a marriage?

- Present scenarios of contention between husband and wife

How does Islam define the role of the husband and wife in a marriage? How does this help in alleviating many problems in families today?

- Islam says men are mainly responsible to earn for the house, and women are mainly responsible to take care of the house

Questions regarding prohibition of marriage outside the Jama`at

Why are we not allowed to marry outside the Jama`at?

- Give historical context – by marrying outside Jama`at people were effectively leaving the Jama`at and resultant children were also practically non-Ahmadi

What are the pitfalls of marrying outside the Jama`at? Practically, what future is in store for you as you have children and start a family?

Prohibition of offering Salat behind non-Ahmadis and other similar issues

Are we allowed to?

Why not? What's wrong with it?

"One who dies without accepting the Imam (Appointed by Allah) of the time, his death is a death in disbelief". Masnad Ahmad ibn Hanble Vol. 4 p96

"When you see him (Imam Mahdi) then certainly perform bait to him even if you have to crawl over your knees through the mountains of snow because he (Imam Mahdi) will be the Khalifa of God." Mastadarrak Hakim Kitab al-Fitn Wal Malaham Chapter Khuroojal Mahdi

"One who obeyed Imam Mahdi obeyed me, one who disobeyed him disobeyed me" Biharul Anwaar Vol. 13 p17

"One who rejected Imam Mahdi he did kufr" Hajj Al-Kiramah p351, as well as Lawaih Al-Anwaar Al-Baheema Vol. 2 p88

The Promised Messiah (as) was asked that we sometimes meet such people who are unaware of this Movement. Can we observe prayer behind them?

Huzoor (as) said, "First, there is no place where people are not aware, and if it is the case that people are unaware of us, then present our Movement to them. If they accept it then you can pray behind them. Otherwise not at all, pray alone. At this time, God Almighty wishes to prepare a Community. To then deliberately mix with those people who He wants to distinguish us from is against the purpose of God." (Fatawa Hazrat Masih Maud pg25)

The Promised Messiah (as) was asked about praying behind such people who do not say that he (as) is a disbeliever or liar.

Huzoor (as) said, "If they do not do this in a hypocritical way, as some people have the habit of being Muslim with Muslims and Hindu with Hindus, then they should proclaim that 'we neither consider him (as) a liar nor a disbeliever, rather, we consider him (as) a righteous and saintly person, and we consider those who say that he (as) is a disbeliever to be disbelievers themselves because they declare a believer to be a disbeliever.' Thus, we would know that they are truthful, otherwise, how can we trust them and how can we issue an order to pray behind them. 'Disregarding the respect for the ranks amounts to heresy.' One should be soft when it is appropriate to be soft and harsh when it is appropriate to be harsh." (Fatawa Hazrat Masih Maud pg25)

Hazrat Musleh Maud (ra) said that it is not forbidden to pray behind Ahmadis who have not done Bai'at, but there are conditions. If that Ahmadi (who has not done Bai'at) prays behind non-Ahmadis or is in favor of praying behind non-Ahmadis, it is not permissible to pray behind him. Also, he (ra) said this permission is only to be used out of necessity, it should not be made into a habit. (Fatawa Hazrat Musleh Maud vol 1 pg 68)

Apostasy

What is apostasy?

What should happen to apostates?

Do the views of current-day "Muslim" countries reflect true Islamic values?

Doesn't Islam teach freedom of religion and conscience? Is there a punishment for this in Islam?

– 2:257, 4:138

Womens' rights and equality

Are women inferior to men? Are they suppressed in Islam?

Why do they have to do purdah?

Is there a purdah men have to observe as well?

What is the role of women in Islam?

- They may be different from men, but they are still equal
- Respecting differences creates equality, ignoring differences creates inequality

Polygamy

Why does Islam allow polygamy? What is the nature of this teaching?

- Only way to take care of women when population of genders fluctuates

Under what conditions does Islam allow practise of polygamy?

- Justice between all wives

Technological challenges of the present times, ie. use of Internet, Facebook, etc.

What are the pros and cons of our current technologies?

- Facebook, Twitter, smartphones, tablets?

How can we use them for good purposes? What are some good purposes?

How do they make our lives easier?

What problems do they create in our lives?

How can these technologies be used for immoral purposes?

How can we safeguard ourselves from these immoral uses?

Why has Huzoor (aba) spoken against sites like Facebook?

- Its use for immorality outweighs its use for good

Job opportunities

What kind of jobs should we be looking for? What kinds should we stay away from?

- Refrain from any with unislamic environments

How do we balance work and school and Jama`at and family? Where do we set our priorities?

Handling peer pressure

What kind of peer pressures do we face in school/work?

It's hard to say now, so how do we stay strong and say no?

Should we hang around such people?

Who should we hang around?

How do we find those people?

- Highlight the importance of actively participating in Jama`at activities and forming strong