

# MAA National Online Talim Class

14/02/21

- Welcome to another Online Talim class, organised by Majlis Atfal-ul-Ahmadiyya UK
- This Class is for 11-15 year old Atfal only...Ask your regional nazim for the link to the class for younger Atfal if you do not fall in this age group
- Register online at [Atfal.org.uk/taleem-online-classes](http://Atfal.org.uk/taleem-online-classes)
- If you are facing any technical difficulties, please ask your parents for assistance or consult the Atfal guide on the Atfal website
- The class will begin shortly

<b>Teacher Notes:</b>
1. Take this time to welcome all Atfal in – they will be muted so just keep on repeating instructions
2. Make sure all Atfal have parents around to help with the technology
3. Make sure that you are comfortable and ready.
4. It is the teachers choice to start the lesson when they seem appropriate (around 11AM)

# “What have you been up to?”

## Teacher Notes:

1. This is an icebreaker for all Atfal and the teacher
2. We only have time to ask 2 to 3 Atfal
3. You may wish to share something that you have been doing
4. Finish with saying some activity that all Atfal should be doing:
  - a. Exercise
  - b. Salaat
  - c. Helping with house chores
  - d. Doing Homework

\*\*Discussion might be a bit long, so don't spend too much time on this\*\*

# LEARNING SECTION

## Salaat

رَبِّ اغْفِرْ لِي وَارْحَمْنِي وَاهْدِنِي وَعَافِنِي وَاجْبُرْنِي وَارْزُقْنِي وَارْفَعْنِي

Rabbi-gh-firlee war-hamnee wahdini wa'aafinee waj-burnee war-zuknee war-fa'nee

O my Lord, forgive me and have mercy on me and guide me and grant me security and make good my shortcomings and provide for me and raise me up in (status)

رَبِّ	اغْفِرْ لِي	وَارْحَمْنِي
My Lord	forgive me	and have mercy of me
O my Lord, forgive me and have mercy on me		

وَاهْدِنِي	وَعَافِنِي	وَاجْبُرْنِي
and guide me	and grant me security	and make good my shortcomings
And guide me and grant me security and make good my shortcomings		

وَأَرْفَعْنِي	وَأَرْزُقْنِي
and raise me up (in status )	and provide for me
And provide for me and raise me up in (status)	

### Teacher Notes:

1. Pick a Tifl to recite the Arabic of the Salaat and pick a different tilf to read the translation
2. TELL THEM THAT THEY MUST MEMORISE THE ARABIC OF THE SALAAT AT LEAST, THERE WILL BE A TEST AT THE END OF THE YEAR WHICH EVERYONE MUST PASS

## Hadith

اسْتَعِينُوا عَلَى الْحَوَائِجِ بِالْكِتَابِ

*Ista-eenu alal ha-waa-iji bil-kitmaan*

To fulfil your needs, seek help in secret.

- What does this Hadith mean?
- What does it mean by your needs?
- Why is seeking help in secret better than in public?
- What is your responsibility if someone seeks help from you in secret?

### **Teacher Notes:**

3. Pick a Tifl to recite the Arabic of the Hadith and pick a different tifl to read the translation
4. Ask Atfal for their understanding and interpretation of the hadith
5. Ask the Atfal to link it to real world examples
6. Share any story or narrative with the Atfal that they might find interesting

## **Short Quiz**

- Rules:
  - Raise your hand if you know the answer, or send in the chat

- If you do not know the answer, do not raise your hand
- If you have already had a go, let your Atfal brothers have a go too and not raise your hand again
- 5 Questions and their answers

**Q1. When did the Promised Messiah (as) pass away?**

A. 26th May 1908, in Lahore

**Q2. What were the last words of The Promised Messiah (as)?**

A. "اللہ میرے پیارے اللہ" translation: "Allah, my Beloved Allah"

**Q3. When did Khalifah-tul-Masih I (ra) pass away?**

A. 13th March 1914

**Q4. What is the name of the second Khalifah of the Promised Messiah (as)?**

A. Hazrat Mirza Bashiruddin Mahmood Ahmad ra

**Q5. Where was Khalifah-tul-Masih (II) ra born?**

A. 12th January 1889

## Reading Section

Book- Life of Muhammad (pbuh)

ARABIA AT THE TIME OF THE PROPHET'S (saw) BIRTH (Continued)

Of the amenities of civilized life, the Arabs knew nothing. Their chief occupation was trade, and to this end they sent their caravans to far-off places, such as Abyssinia, Syria, Palestine and even India. The rich among them were great admirers of Indian swords. Their clothing needs were supplied largely by Yemen and Syria. The trading centres were the towns. The rest of Arabia, excepting Yemen and some northern parts, was Bedouin. There were no permanent settlements, or places of habitation. The tribes had divided the country between them so that members of a tribe wandered about freely in their part of the country. When the water supply in any place was exhausted, they would move on to some other place and settle down. Their capital consisted of sheep, goats and camels. From the wool they made cloth, and from the skins they made tents. What was left over they sold in the market. Gold and silver were not unknown, but they were certainly very rare possessions. The poor and the common folks made ornaments of cowries and sweet-smelling substances. Seeds of melons were cleaned, dried and strung together to make necklaces.

Crime and immoralities of various kinds were rampant. Theft was rare but dacoity was common. To attack and to dispossess one another was regarded a birth right. But, at the same time, they honoured their word more than any other people. Should an individual go to a powerful leader or tribe and ask for protection, that leader or tribe was honourbound to protect that individual. If this was not done, the tribe lost caste throughout Arabia. Poets commanded great prestige. They were honoured as national leaders. Leaders were expected to possess great powers of speech and even to be able to compose verse. Hospitality had developed into a national virtue. A forlorn traveller on arrival at the headquarters of a tribe would be treated as an honoured guest. The best animals would be slaughtered for him and the utmost consideration shown. They did not care who the visitor was. It was enough that a visitor had arrived. The visit meant an increase of status and prestige for the tribe. It became the tribe's duty, therefore, to honour the visitor. By honouring him it honoured itself. Woman in this Arab society had no status and no rights.

# Abid Khan Sahib's Diary

## Fadeela Doing Tilawat in Front of Huzoor

Her father then told me that Fadeela had wanted to recite the Holy Quran in front of Huzoor but the time of their Mulaqat ended before they could ask. Hence, when she came out of Huzoor's office Fadeela had begun to cry and was very upset.

Telling me about what happened next, Ahmad sahib said:

*"One of the security guards saw Fadeela crying and informed Huzoor's Private Secretary, who then informed Huzoor that Fadeela had wanted to do Tilawat in front of him. Our Khalifa is so kind and gracious that, even though he is so busy, he called us back in his office and my daughter recited verses of the Quran in front of him. At the end, Huzoor smiled and was pleased and he said 'Masha'Allah'. The happiness Huzoor gave my daughter and all of us is indescribable."*

After hearing this, Fadeela said she would like to show me how she recited the Quran in front of Huzoor. It was a genuinely moving experience hearing her recite the Quran with such innocence and love.

I then spoke to their nine-year old son, Muhammad who said:

*“I feel very lucky today because I met the person who is nearest to Allah and I also had the opportunity to do Tilawat in front of Huzoor after my sister. My biggest dream is that Amir-ul-Momineen remains always happy with me.”*

As our conversation concluded, I felt amazed at the faith and love for Khilafat, not just of the parents who were converts, but also of their young children.

Often when you meet Arab people who have accepted the Promised Messiah (as), their faith and passion is such that it leaves you highly embarrassed at your own weak standards by comparison.

### **Teacher Notes:**

1. Pick a tiftl to read the story
2. Ask questions about the details of the story to see if the Atfal were paying attention
3. Ask Atfal what they took away from the story
4. Encourage Atfal to read Abid Khan sahib’s diaries.

# **ACTIVITY & DISCUSSION SECTION**

## **Discussion: [The Power of Durood Shareef]**

- 4 to 5 points to get the Atfal going about the subject.

### **Teacher Notes:**

1. This is the main part of the lesson! Make sure you engage the Atfal and get their side of the story as well
2. Do your own research prior to the lesson so that you are comfortable with the topic
3. Perhaps, you can narrate an interesting story for the Atfal
4. Spend around 15 minutes on this

### Durood Shareef

- What are the spiritual benefits of Durood Sharif?**
- How can Durood help mental health?**
- How does reading Durood, invoke blessings on the Promised Messiah (as)?**
- Why is reading Durood Shareef important?**

# Q/A Session

## Ask us Anything!

- In this section we aim to try and answer the contemporary questions the Atfal might have
- This section is strictly informal
- We must engage the Atfal, and make them feel like this is a safe place to talk about their questions.
- They can anonymously share questions in the chat if they wish to.

<b>Teacher Notes:</b>
1. You can also take this time to talk to Atfal about something that you would like to draw their attention towards.



## Announcements

- Next Class date for the diaries – 21<sup>th</sup> (Sunday)
- All content available on Atfal website: [Atfal.org.uk/taleem-online-classes](http://Atfal.org.uk/taleem-online-classes)
- Check out our other initiatives

- Other initiatives:
  - Qaseeda Challenge
  - Winter Reading Challenge
  - Salaat memorisation

<b>Teacher Notes:</b>
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| 1. The moderator will take over now. |
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<b>Moderator Notes:</b>
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| 1. Say salaam at the end and jazakallah to all the Atfal who took part      |
| 2. If there are any questions, please ask their respected regional nazimeen |
| 3. Until next time, "Full salaam"   |