

YEAR 4 Unit A2 - The Qur'an & the Prophet Muhammad (pbuh)

Teacher's note:

This unit is part of a scheme of work designed to deliver the Agreed Syllabus. It has been written by a joint Hackney & Enfield curriculum development group.

The teaching objectives and learning outcomes are based on Agreed Syllabus level descriptions which are nationally agreed.

Teaching and learning activities plan for the two attainment targets for religious education - learning **about** and learning **from** religion. The planning promotes the spiritual, moral, social and cultural development of all pupils whether or not they are from a religious tradition.

On the right of this page is the full KS2 Islam programme of study from the Agreed Syllabus. The material picked out in **bold** features in this unit. Within each unit some of the content picked out in **bold** is a *major* focus, other content is a *minor* focus. A *minor* focus, and material alluded to by the teacher in one unit, will normally be revisited more fully in other units during the key stage.

Model individual, paired, group and whole class activities and tasks are included in the planning which teachers will need to adapt and differentiate to meet pupil needs

****Note:** Pupils/parents originally from Turkey & the Indian sub continent may be familiar with other terms eg: *Ramzan (Ramadan)*; *Byram (Id/Eid)*; *namaz (salah – prayer)*; *cami (mosque or masjid)*

Enfield Agreed Syllabus 2007 - KS2 Islam programme of study:

- **make connections between the revelation of the Qur'an and the Prophet Muhammad (pbuh)* as the messenger of Allah eg the first revelation on Mount Hira**
- **make connections between the way the Qur'an is treated with reverence, studied and committed to memory, and the belief that it is precious because it contains the message of Allah**
- make connections between Islam and other religions in relation to, for example, teachings about loving Allah and a responsibility to care for others (eg zakah and sadaqah) which motivate individuals, communities and Muslim aid agencies (eg Islamic Relief, Muslim Aid)
- make connections between an awareness that there are Muslims of many nationalities, races and cultures within Britain and around the world and their unity in the ummah
- make connections between the obligations of religious observance and the strength Muslims gain from belonging to the ummah eg sawm (fasting at Ramadan), standing shoulder to shoulder in salah**, rituals during the hajj
- make connections between the belief in One God, Allah and the way this is reflected in salah and the mosque eg everyone facing the qiblah and mihrab, the prohibition of idolatry reflected in an absence of representations of humans and animals, the use of calligraphy and pattern
- **make connections between the Muslim belief in Allah and the part humans are required to play in protecting the pattern, order and diversity of the world Allah has created**
- **make connections between two attributes of Allah, Ar-Rahman, (The Compassionate) and Ar- Rahim (The Merciful), and the qualities Muslims try to develop in their own lives**

Teaching and learning should involve pupils in developing the skill of:

- using specialist vocabulary in communicating their knowledge and understanding of Muslim beliefs, teachings and practices

Teaching and learning should involve pupils in using and interpreting:

- **a range of sources including the Qur'an, stories from the Muslim tradition, the mosque, artefacts, art, pattern and calligraphy; the media and ICT/ the internet, to gain knowledge and understanding of Muslim beliefs, teachings and practices**

***NOTE:** After the name of the Prophet Muhammad, Muslims say or write 'Salla-illahu alaihi wa sallam' – 'peace or blessings of Allah upon him.' This is often shortened to 'peace be upon him,' 'pbuh' or the letters 'saw' which abbreviate the Arabic phrase.

	TEACHING ACTIVITIES	POINTS TO NOTE
<p>LEARNING OBJECTIVES Children should learn that:</p> <p>pattern, order and change are part of nature and life</p> <p>to reflect on how pattern and change in their lives make them feel</p> <p>Islamic patterns reflect the order that Allah gives to all creation</p> <p>LEARNING OUTCOMES Children:</p> <p>identify patterns in nature and in daily life</p> <p>discuss the nature of pattern</p> <p>identify and contrast things which remain constant and things which change</p> <p>reflect on and discuss how pattern and change in their lives make them feel</p>	<p>SESSION 1</p> <p>Group activity: In a group of 6, each child has a part of a large Islamic pattern. They are asked to:</p> <ul style="list-style-type: none"> • put their pieces together to form the whole • try to continue the pattern by drawing on from the edges of their pieces. <p>Whole class teaching: <i>Was it easy to put your pieces together to make a pattern?</i> <i>How could you predict what would happen next with your pattern?</i> <i>Could your pattern be continued forever?</i> <i>Do you know of any patterns that seem to go on being repeated forever?</i> <i>Did the patterns you saw remind you of anything in nature?</i></p> <p>Individual activity: On a prepared worksheet the children list patterns they are aware of in nature, patterns in their daily life.</p> <p>Whole class teaching: <i>Are there patterns which you can interrupt or alter?</i> <i>What are the patterns which you can't change?</i> <i>How does it make you feel to know that there are patterns in life?</i> <i>Is it comforting to know what's going to happen next?</i> <i>Does it help you to prepare? Do you feel secure?</i> <i>Are any of these patterns identical? Are any unique?</i></p> <p>The patterns you have been using are Islamic patterns. Muslims use them to decorate their mosques and important buildings. Muslims believe that all of the world was made by Allah (God) and Allah gives everything a purpose and a pattern. Muslims try to live according to Allah's purpose and pattern.</p>	<p>Resources: The art of the Muslim World: Colouring Book 2 Publ Ta-Ha Publishers ISBN 0 907461 33 6</p> <p>Islamic patterns attached.</p> <p>Islamic patterns cut into 6 irregular pieces One different pattern for each group</p> <p>Teacher note: Patterns include - fingerprints spiders webs the seasons day and night birth, growing up, death getting up and going to bed mealtimes weekdays & weekends</p>

	TEACHING ACTIVITIES	POINTS TO NOTE
<p>LEARNING OBJECTIVES Children should learn that:</p> <p>Muslims believe Allah created the world in all its variety</p> <p>Muslims believe that Allah has given humans responsibility for caring for the world</p> <p>to explore their own beliefs about the natural world and the role of humans</p> <p>the Qur'an teaches that Allah has many qualities, the most important being compassion and mercy</p> <p>that Allah requires humans to show qualities such as compassion and mercy in their lives</p> <p>LEARNING OUTCOMES Children:</p> <p>know that Muslims believe Allah created the world in all its variety</p> <p>explain why Muslims believe they should care for the world</p> <p>reflect on their own beliefs about the natural world making links with Islamic beliefs</p> <p>give examples of the 'names' or qualities of Allah</p> <p>know that the Qur'an teaches that Allah is compassionate and merciful</p> <p>show understanding of the qualities of Allah and give examples of how humans can reflect these qualities in their lives</p>	<p>SESSION 2</p> <p>Whole class: Remind the class of the patterns they discussed in the previous lesson. Show the children examples of these patterns on mosques and other important Islamic buildings</p> <p>Watch the video, pausing before the animated story of the elephant to ask: <i>Ameer says that the animals and plants all seem complicated? What do you think is complicated about nature?</i> <i>Why do the children in the video believe that they should care for the world they live in?</i> <i>How do you care for the world around you?</i></p> <p>Return to the video, stopping at the end of the elephant story to ask: <i>How do Muslims try to understand God?</i> <i>What are some of the names Muslims give Allah?</i></p> <p>Individual activity: On the prepared worksheet (Qur'an: Surah 1) children use a highlighter to show the names of Allah and the qualities Allah is known by. Children use a thesaurus/dictionary to look up other words for/meanings of: gracious, merciful.</p> <p><i>Which phrases show you that Muslims have One God?</i> <i>What sort of God is being described?</i></p> <p>The children draw symbols to represent some of the beautiful qualities of God. The teacher should discuss and or model some ideas with the pupils.</p> <p>Group activity: Groups discuss and perform a short scene showing the rest of the class examples in daily life of how a person can be</p> <ul style="list-style-type: none"> - generous - all-forgiving - a guide - a protecting friend 	<p>Teacher note: Have some of your own examples of the complexities of nature. It is appropriate that children should recognise that you cannot explain all of these or that, while understanding their scientific reason you find them 'wonderful' or puzzling too. eg the beginnings of life why everything has to die - and why some people die young features of the weather which can be both life-supporting and destructive</p> <p>REMEMBER: That Muslims would never draw Allah, the Prophet Muhammad or any other of the Prophets. Children should be taught this. It should also be emphasised that neither in this activity nor in any other are any of them - Muslim or non-Muslim - being asked to draw Allah or His Prophets.</p> <p>Resources: Video: BBC Pathways of Belief, Islam (Part 1 - The Creator and Provider)</p> <p>Pathways of Belief Resource Pack Publ BBC ISBN 0 563 46231 0 Activity Sheet 2: Islam</p>

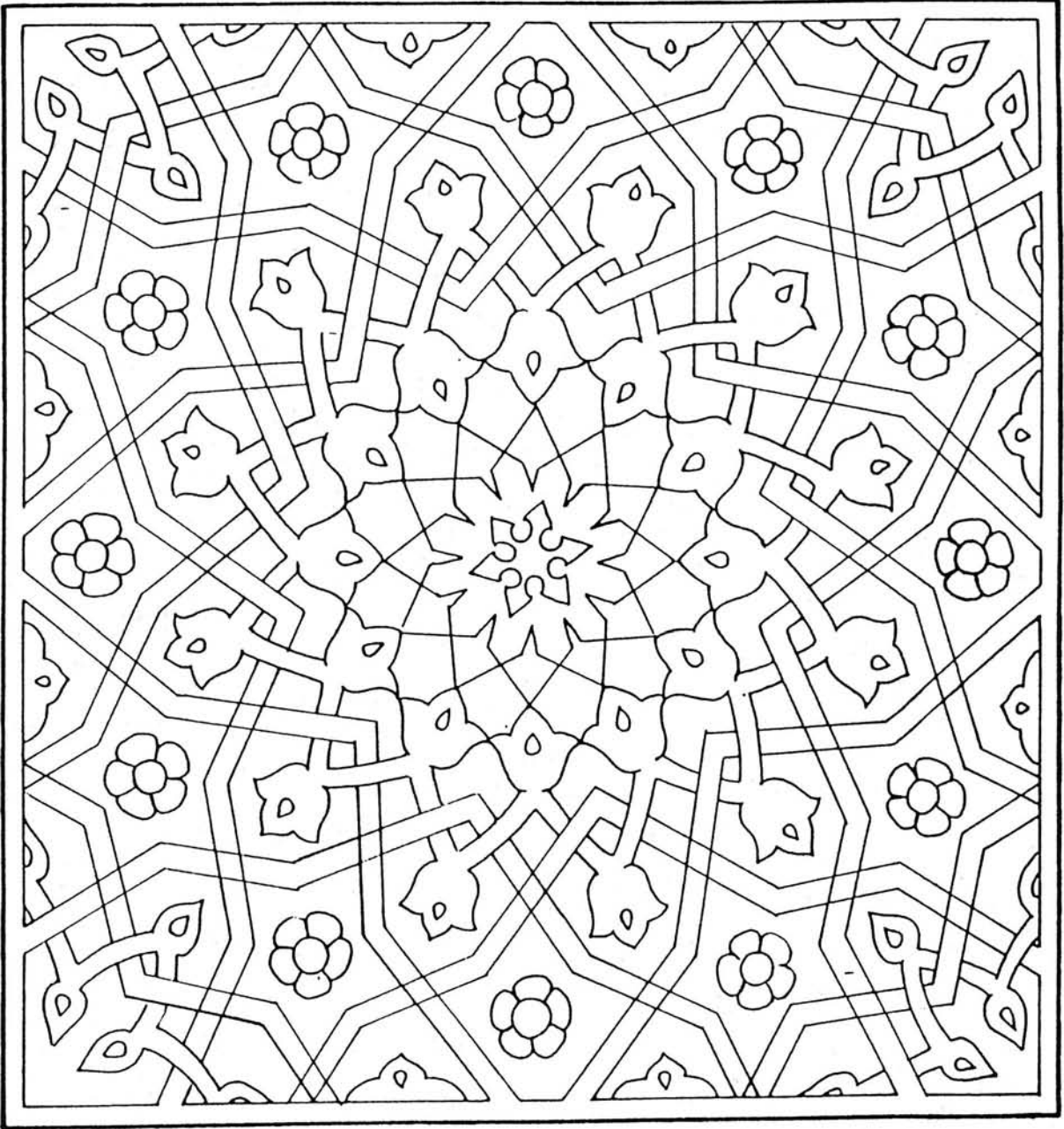
	TEACHING ACTIVITIES	POINTS TO NOTE
<p>LEARNING OBJECTIVES Children should learn that:</p> <p>the Qur'an is a sacred text for Muslims</p> <p>the Qur'an is believed to be the word of Allah and treated with respect and reverence</p> <p>to reflect on their own values and the influences in their lives</p> <p>the Qur'an is a book of guidance for living for Muslims</p> <p>LEARNING OUTCOMES Children:</p> <p>know that the Qur'an is the sacred text for Muslims</p> <p>explain some of the reasons why the Qur'an is important to Muslims</p> <p>reflect on and identify sources of authority which influence their own lives</p> <p>identify and compare their own values and rules for living with those of Muslims</p>	<p>SESSION 3</p> <p>Show the remaining part of the video (about the Qur'an, calligraphy) <i>What are some of the patterns in a Muslims life?</i> <i>Where do Muslims find the instructions on how to live their lives?</i> <i>What do you think some of those instructions are?</i> <i>Where do you look for instructions about how to live and what is right and wrong?</i> <i>What are some of the instructions you follow?</i></p> <p>Individual activity: Within the frame of the pages 'of an open book', on one side children write down any of the instructions Muslims live by which they have seen on the programme. On the other side, they record some of the instructions they and their families live by.</p>	<p>Resources: Video: BBC Pathways of Belief, Islam (Part 1 - The Creator and Provider)</p> <p>'Open book' worksheet</p>

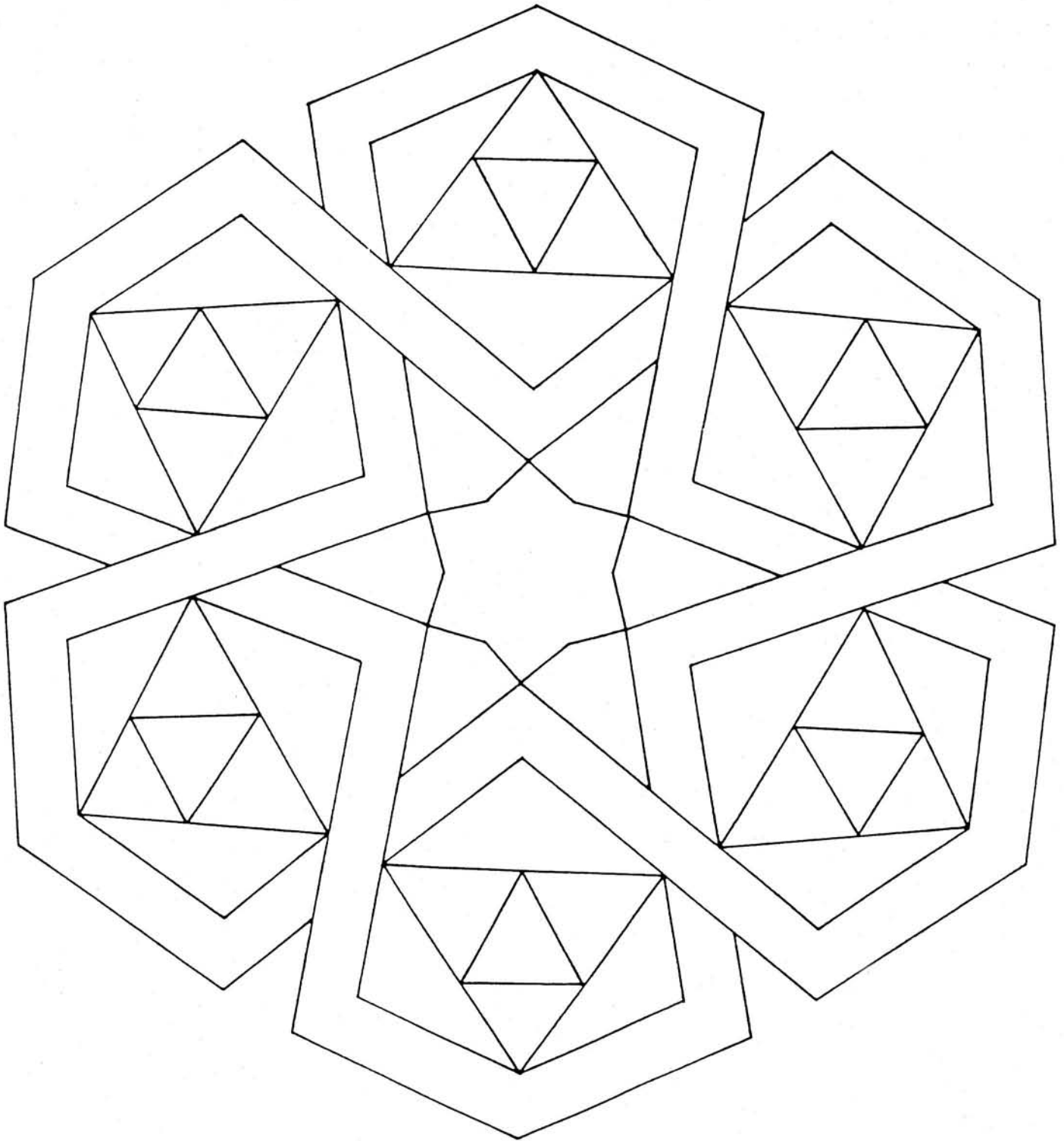
	TEACHING ACTIVITIES	POINTS TO NOTE
<p>LEARNING OBJECTIVES Children should learn that:</p> <p>experience a time of stillness and reflection</p> <p>understand why Muslims call Muhammad the Messenger of Allah</p> <p>to recognise the impact and influence the revelation had on Muhammad</p> <p>the Prophet Muhammad was a human who is the example of how Muslims should live</p> <p>LEARNING OUTCOMES Children:</p> <p>compare their own experience of quietness for reflection with those of religious people such as Muhammad</p> <p>explain why Muhammad is called the Messenger of Allah</p> <p>reflect on their own experience of being daunted by a task</p> <p>explain the impact the revelation of the Qur'an had on the life of Muhammad</p> <p>explain how Muslims regard Muhammad</p>	<p>SESSION 4</p> <p>Whole class:</p> <p>Involve pupils in a 'stilling exercise'. (See accompanying sheet). <i>What is it like being silent?</i> <i>What made it easy or difficult to do?</i> <i>How did you feel during the silence?</i> <i>How do you feel now?</i> <i>Why is this sort of activity different from the other things you do in school?</i> <i>What did you like/dislike about it?</i> <i>When do you think you might value having a quiet time like this?</i></p> <p>Show the Folens poster. Look at the landscape around this cave. Do you think it is noisy there or quiet? <i>Why do you think these people are visiting the cave?</i> <i>Do you think that it was easy for them to get there?</i> <i>Why do you think they have gone to such trouble to get there?</i></p> <p>Tell the story of the revelation of the Qur'an to the Prophet Muhammad. This story is known by Muslims as the 'Night of Power.' <i>How do you think the Prophet Muhammad felt when he realised what an important message he had to pass on to others?</i> <i>How different do you think his life was after this event?</i> <i>When Muslims are at this cave do you think it is more important for them to think about Allah or the Prophet Muhammad?</i> <i>Why is this such an important story for Muslims?</i> <i>Has anything happened to you which has made a huge difference to your life?</i></p> <p>Then ask them to reflect upon times when they have been asked to do something which they felt a little afraid of doing.</p>	<p>Resources: Folens RE 5 - 7 poster pack</p> <p>Text: Muhammad receives Allah's message</p> <p>Stilling activity sheet</p> <p>Key vocabulary: reflection revelation</p> <p>Teachers note: Key events in the life of the Prophet Muhammad include - the revelation (or Night of Power) - building the first mosque in Medina - escape to Medina</p>

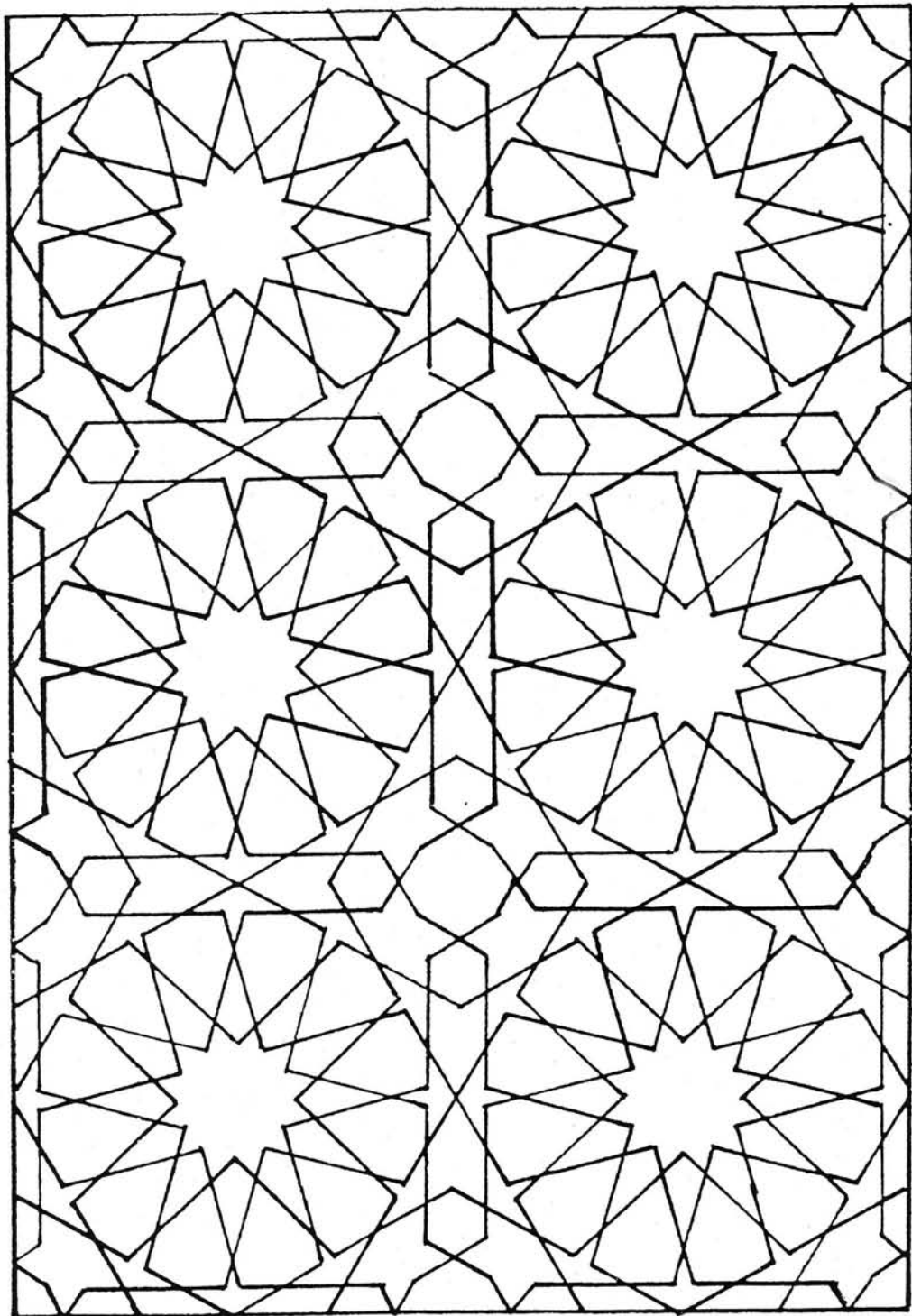
	TEACHING ACTIVITIES	POINTS TO NOTE
<p>LEARNING OBJECTIVES Children should learn that:</p> <p>recognise the importance of events in the life of Muhammad for Muslims today</p> <p>reflect on their own experience of role models and influences on their life</p> <p>LEARNING OUTCOMES Children:</p> <p>Identify some key events in the life of Muhammad</p> <p>explain why Muslims remember key events in the life of Muhammad</p> <p>talk about people who are role models for them and influence them</p>	<p>SESSION 5</p> <p>Show the video: Animated World Faiths - Life of Prophet Muhammad</p> <p>When Muslims say the name of the Prophet Muhammad they say after it: peace and blessings upon him. <i>Why do you think they say that?</i> <i>What do you think the title Prophet means?</i> <i>Why do you think Muslims still tell stories about the life of the Prophet Muhammad?</i> <i>How do you think the Prophet can still make a difference to people's lives today even though he is dead?</i> <i>Who is there in your life who has an influence upon the way you behave, the way you live your life?</i></p> <p>Whole class brainstorm: Ask the class to identify three key events in the life of the Prophet Muhammad - stories that Muslims still tell today - and three of the teachings he left his followers.</p> <p>Group activity: Using a prepared newspaper format, each group writes an account of a different key event in the life of the Prophet Muhammad.</p>	<p>Resources: Video: Animated World Faiths - Life of Prophet Muhammad</p> <p>Teacher note: This activity also meets Literacy objectives - LS Y4 T1: 24 and can contribute to ICT The intended RE outcome is focussed upon pupils identifying key events in the life of the Prophet Muhammad. Literacy objectives relating to the style of writing and presentation appropriate to a newspaper report will need to have been developed in earlier Literacy work.</p> <p>REMEMBER: That Muslims would never draw Allah, the Prophet Muhammad or any other of the Prophets. Children should be taught this. It should also be emphasised that neither in this activity nor in any other are any of them - Muslim or non-Muslim - being asked to draw Allah or His Prophets.</p>

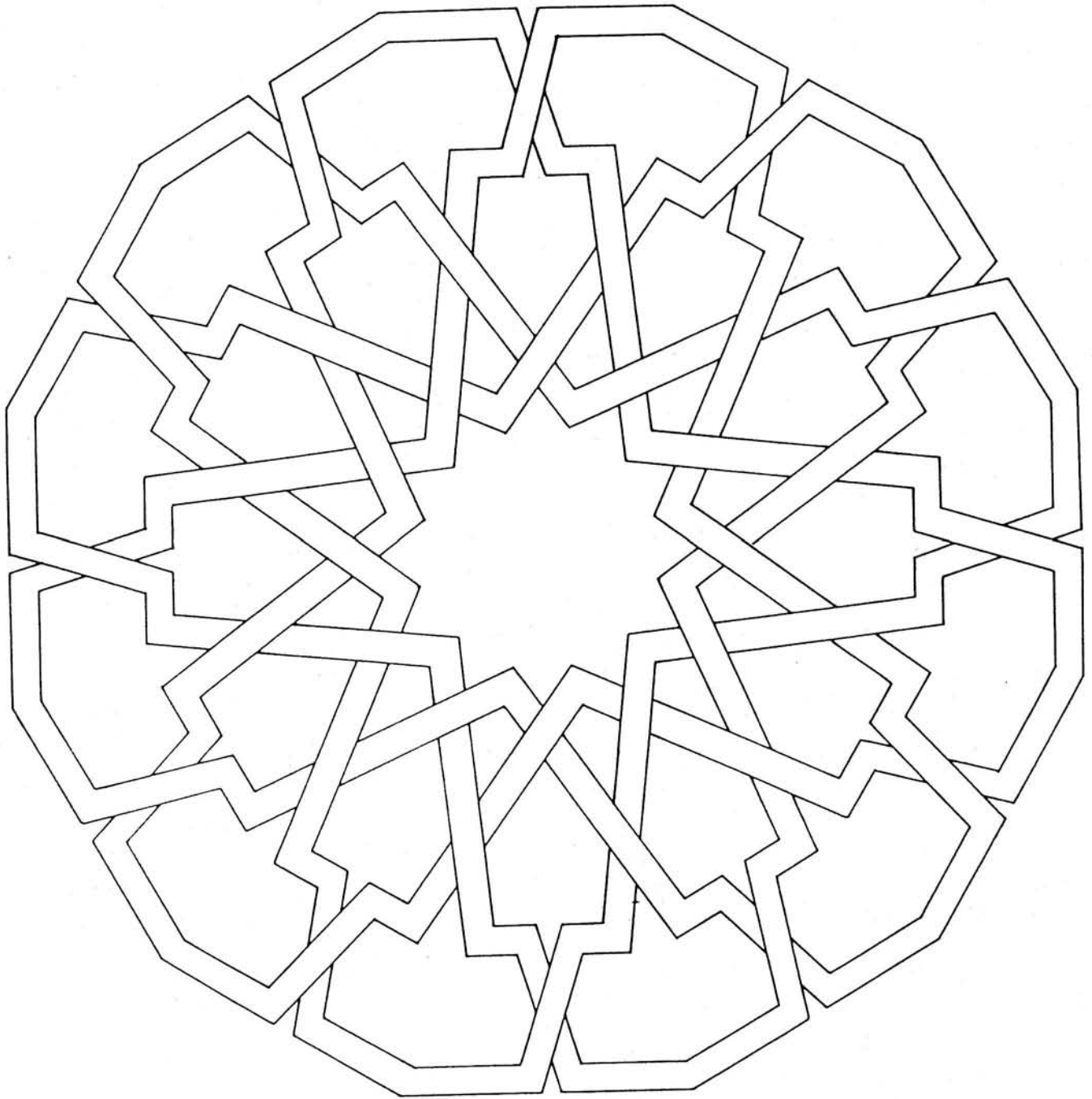
LEARNING OBJECTIVES	TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
Children should learn:		Children:	
<p>the Islamic greeting – Assalamu Aleicum - and its meaning</p> <p>how people can show respect to others and to their beliefs and values</p>	<p>SESSION 6</p> <p>Whole class: Recap on what has been learnt so far, in particular the story of the revelation of the Qur'an. <i>Why is the Qur'an so special to Muslims?</i></p> <p>Group activity: We are going to have a visitor to the class who will read to us in Arabic and in English from the Qur'an. To show how much you have already learnt and to show respect for our visitor, what could we do/say?</p> <p>To find out more about the Qur'an and the Prophet Muhammad design five key questions to ask our visitor.</p> <p>Key questions might include: <i>When did you learn to read the Qur'an?</i> <i>How often do you read it?</i> <i>Why is it important to you?</i> <i>Why is it important to read it in Arabic?</i> <i>How do you show respect for your holy book?</i> <i>Where do you keep it at home?</i> <i>How do you manage to carry the Qur'an around with you?</i></p>	<p>know the Islamic greeting – Assalamu Aleicum - and its meaning</p> <p>discuss how people can show respect to others and to their beliefs and values</p> <p>formulate questions about some of the ways in which Muslims learn about their religion and how to live</p>	<p>Teacher note: Since they believe that the Qur'an is from Allah every word and every syllable is sacred and Muslims treat the Qur'an with great respect. At home the Qur'an is usually kept wrapped in a cloth and on a high shelf. It is not usually touched with unwashed hands and will usually be placed on a wooden stand to be read. The Qur'an is read and studied on a daily basis by many Muslims and so it is not only kept on a shelf but is carried around with them - often in a leather zipped case. It is not an artefact for Muslims - it is the written revelation of Allah's authority.</p>

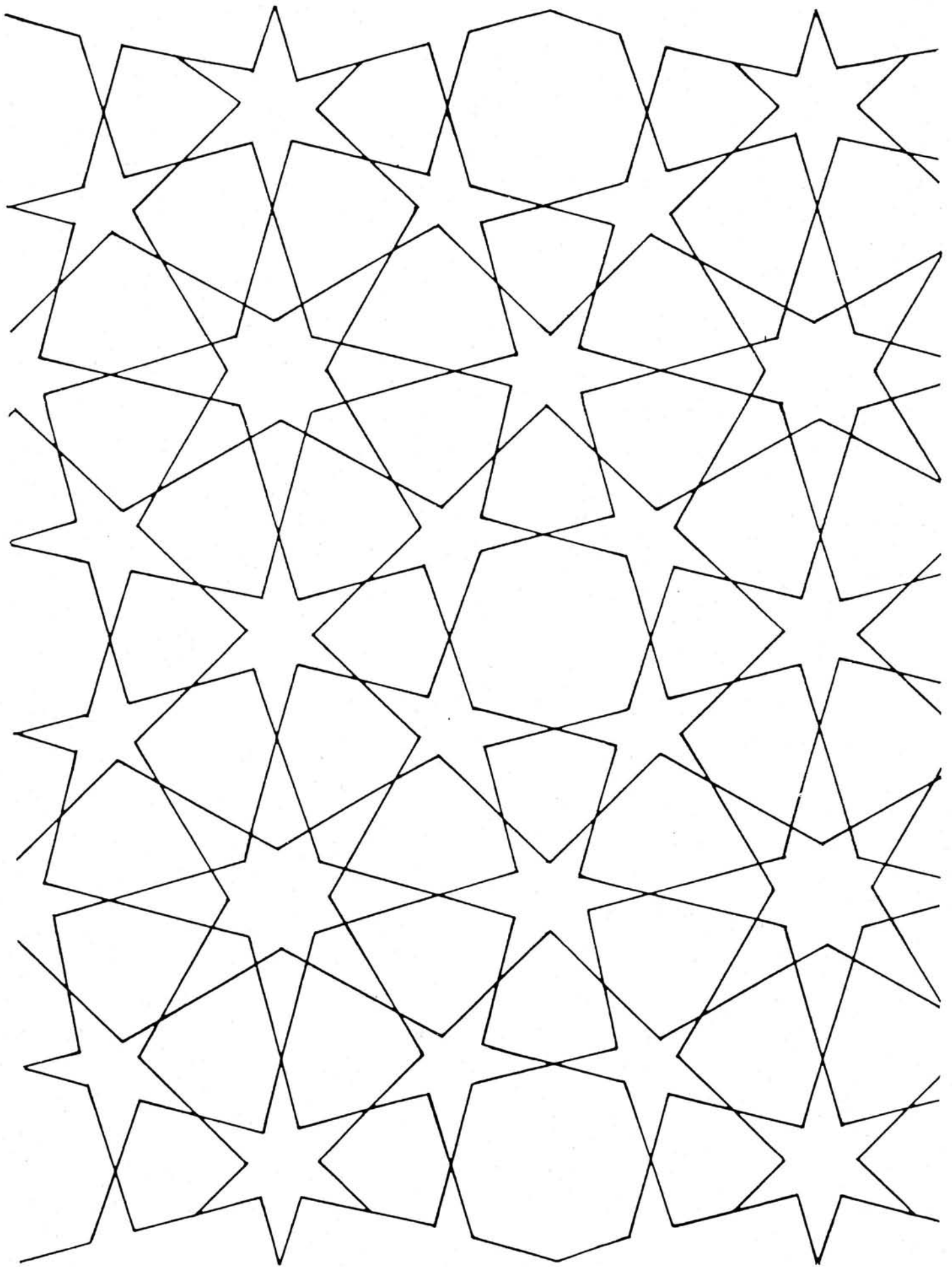
LEARNING OBJECTIVES	TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
Children should learn:		Children:	
<p>about some of the ways in which the Qur'an influences the lives of Muslims</p> <p>how Muslims learn about their religion and way of life</p>	<p>SESSION 7</p> <p>A visitor to the classroom reads from the Qur'an in Arabic then English.</p> <p>Groups each ask a prepared question.</p>	<p>demonstrate respect for a Muslim visitor, for their beliefs and values</p>	<p>Teacher note: To greet their visitor, the class might be taught As-salamu - alaykum (peace be with you)</p>

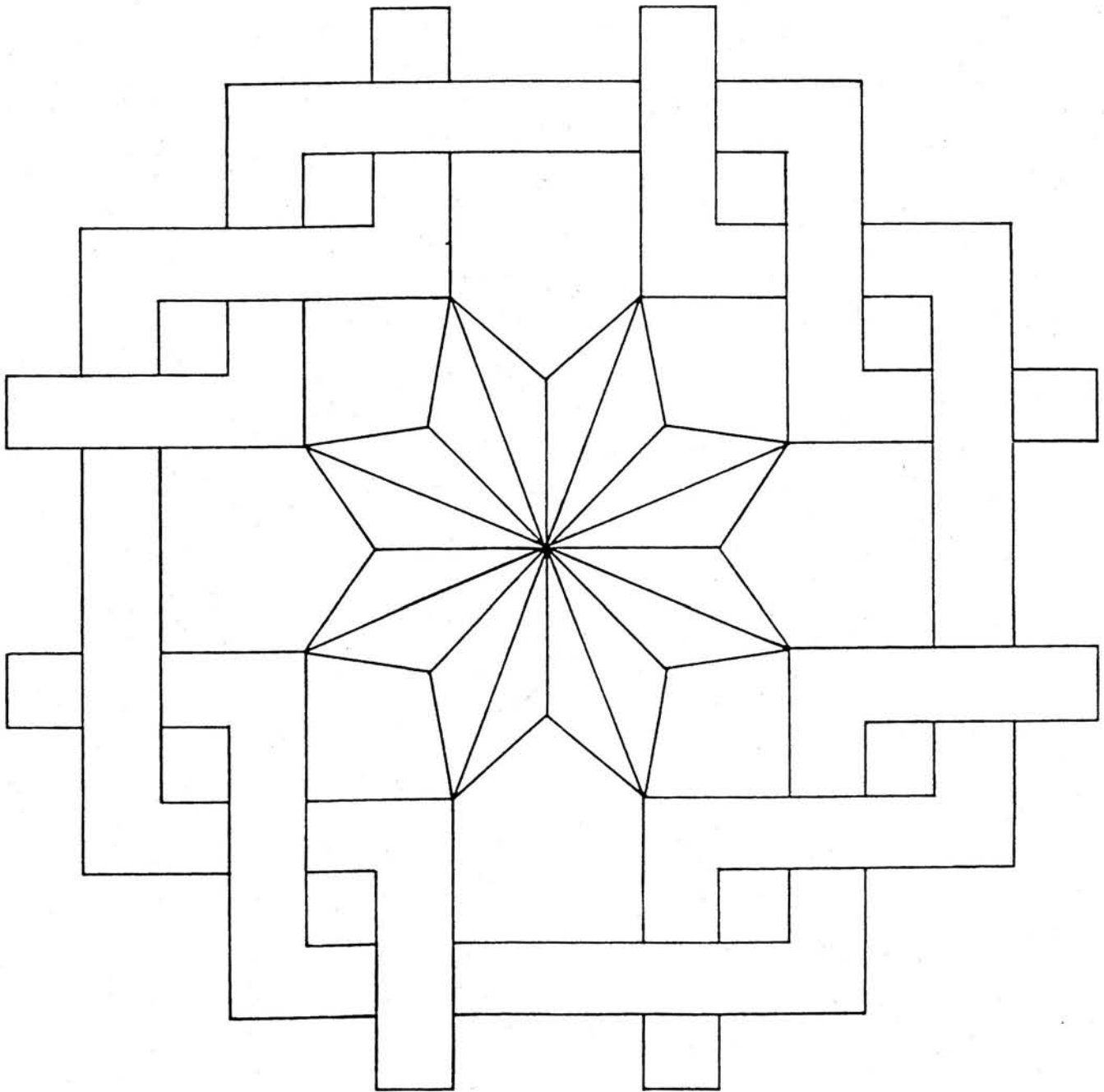


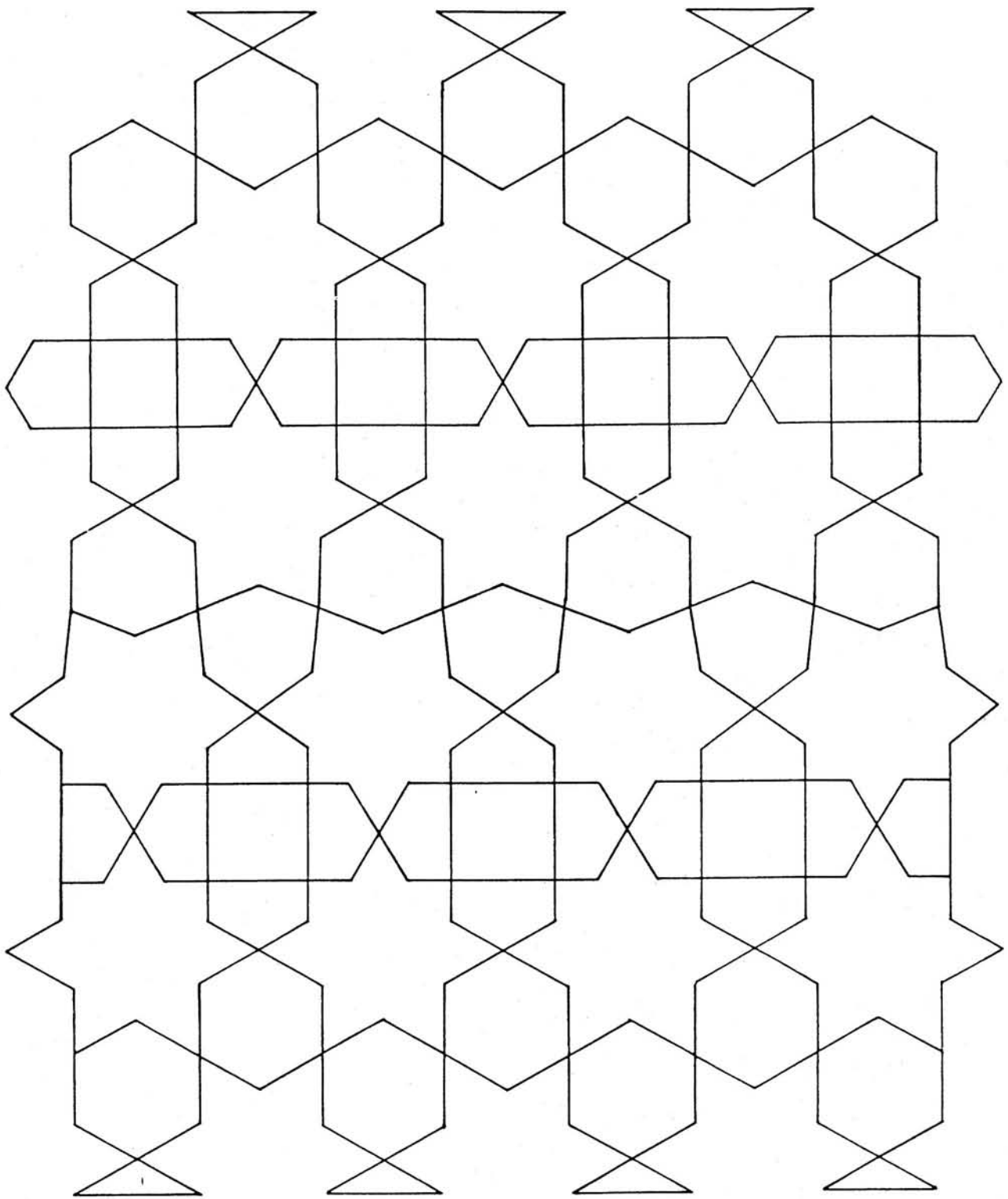


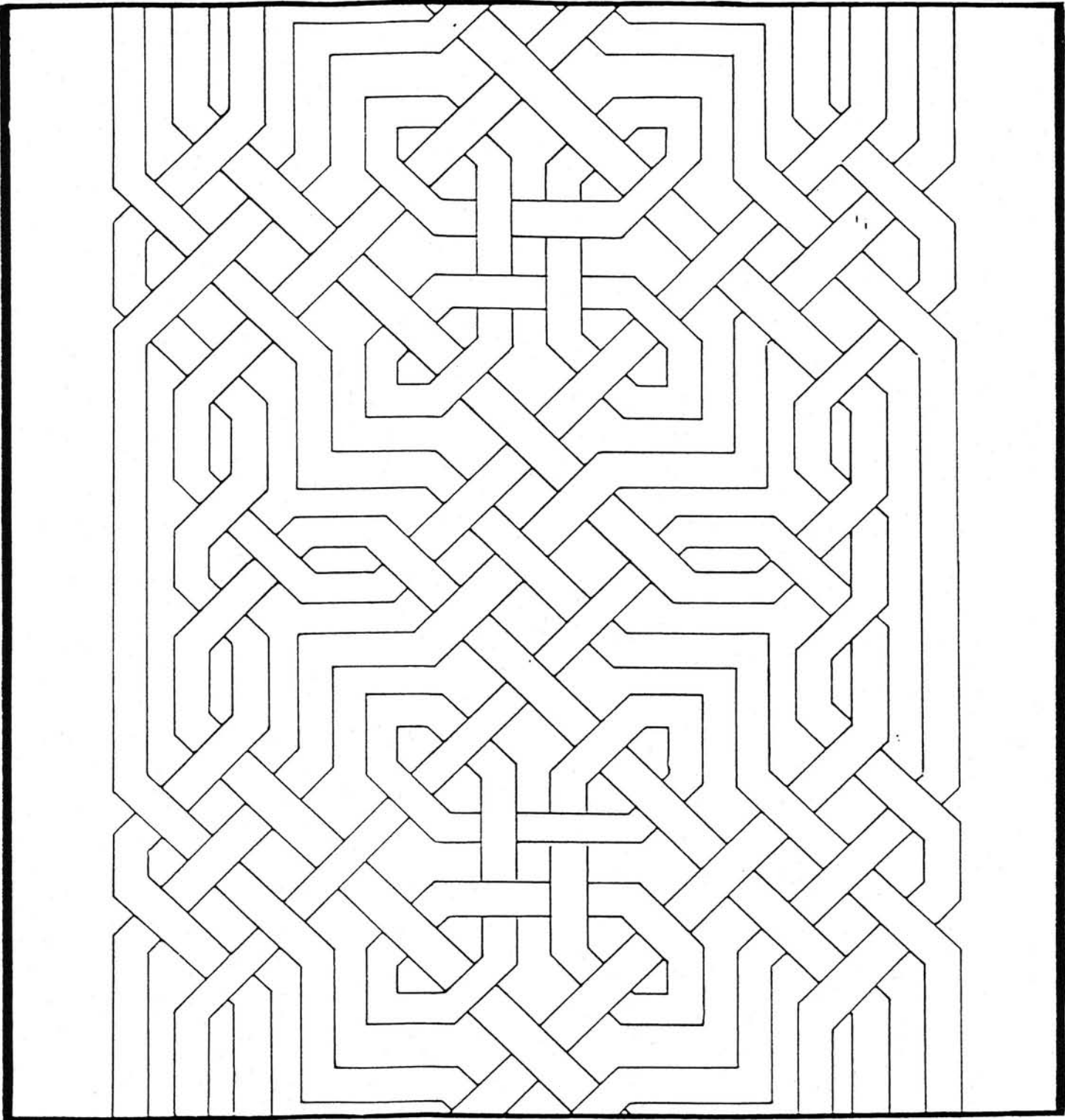


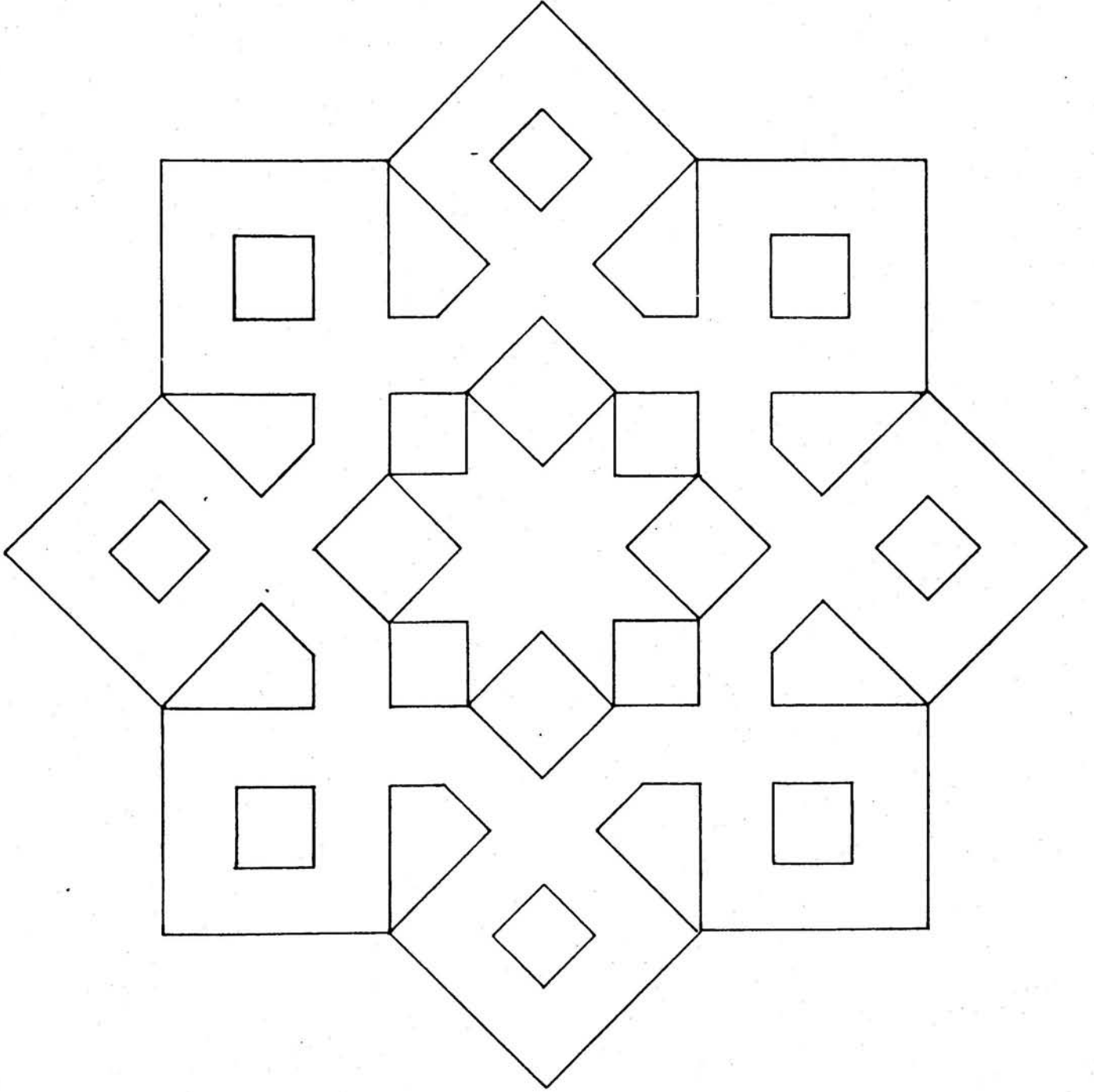


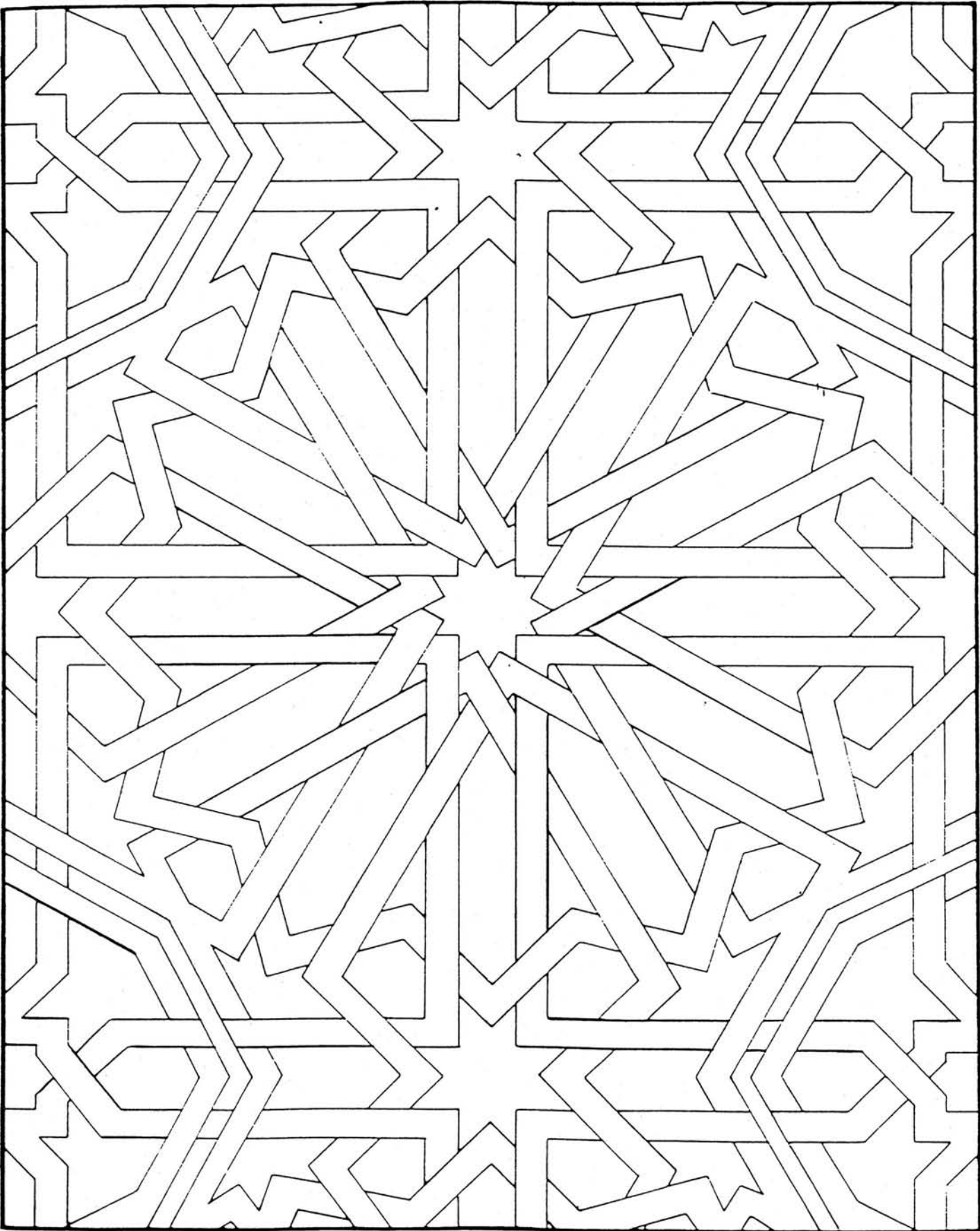


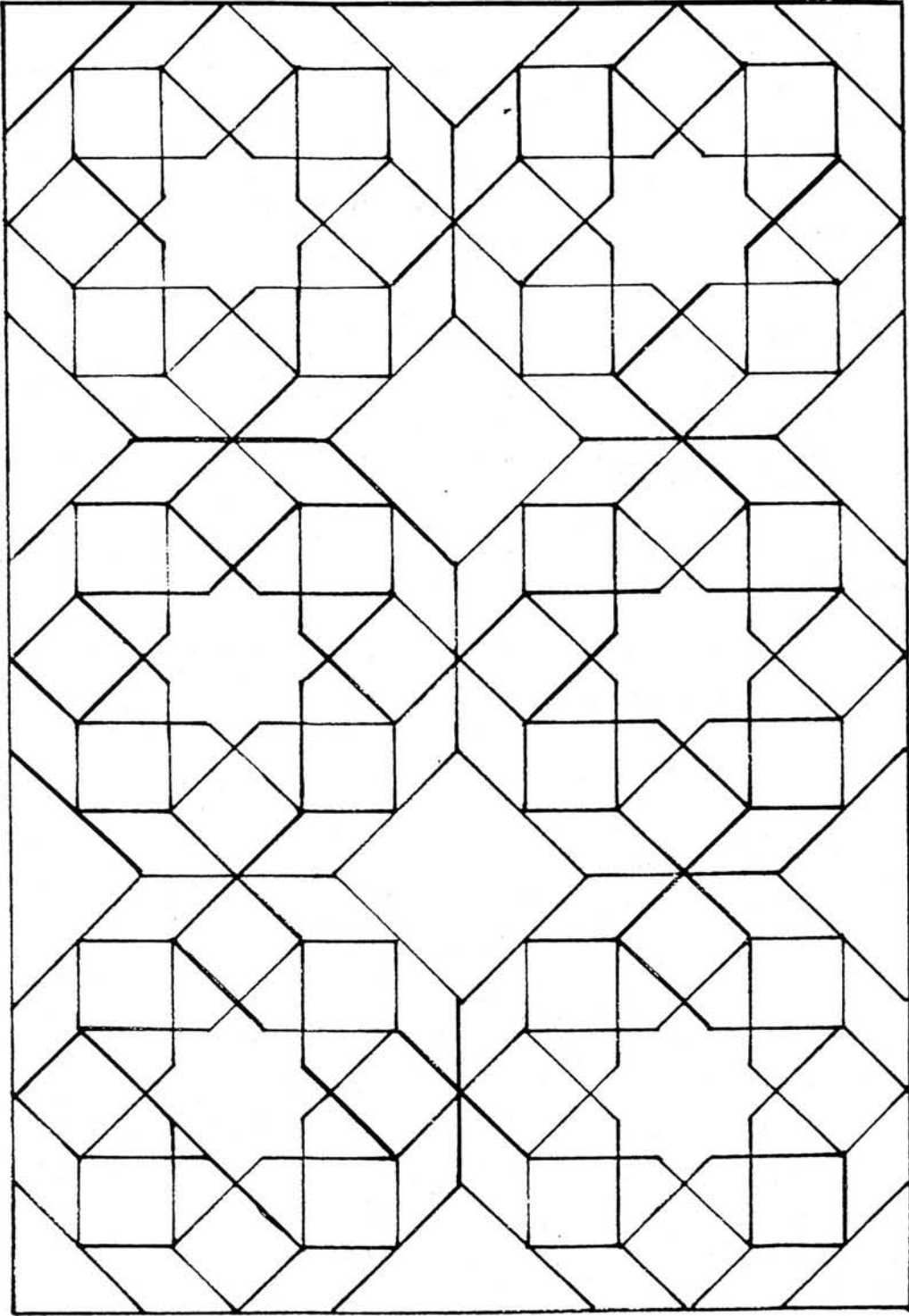


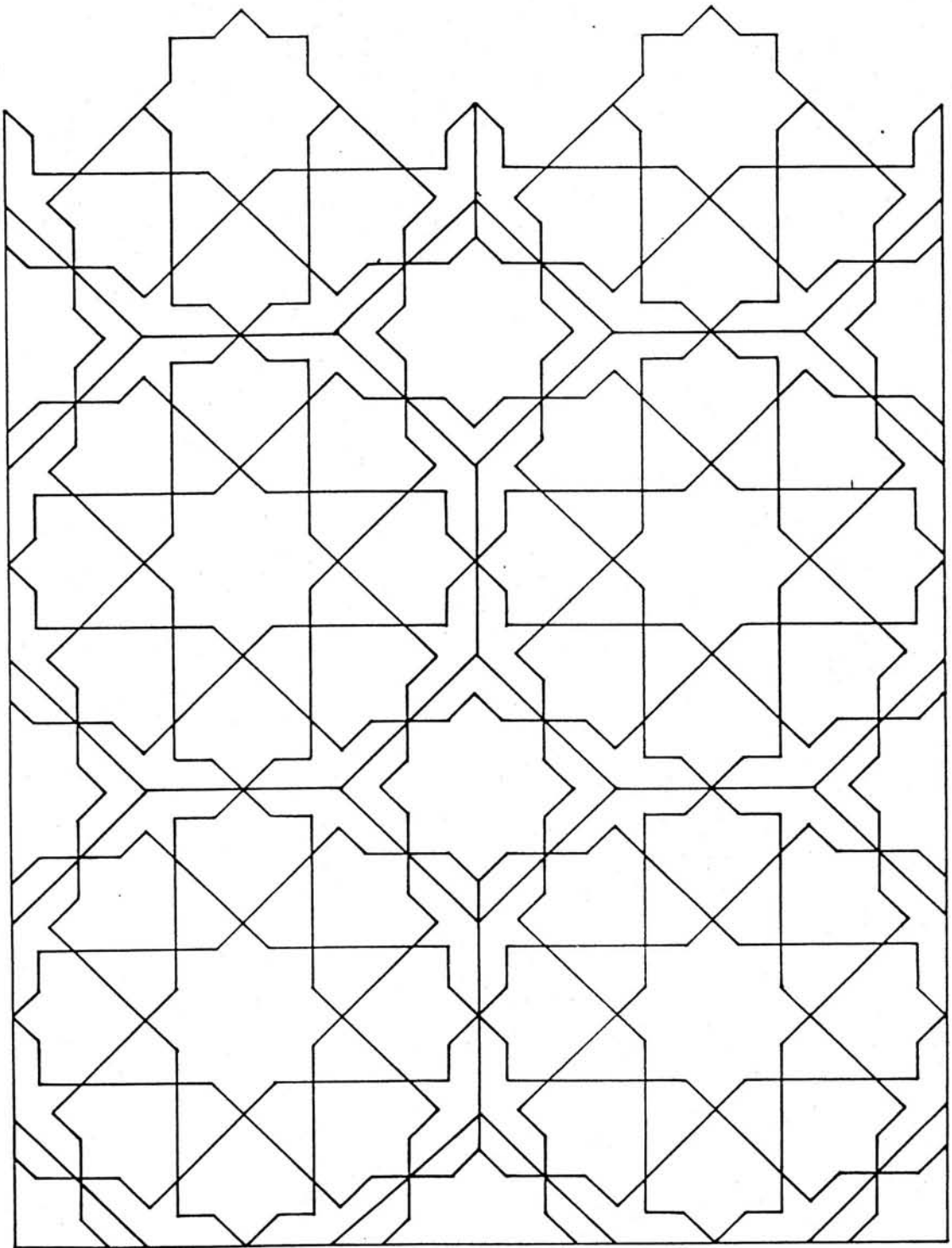












Approaches to Islam through art, design and calligraphy



The word **Islam** can be translated as that peace which is attained through willing obedience to **Allah's** divine guidance. At its root is the word **salaam**, used in the traditional Muslim greeting, **As-Salamu-Alaykum**, peace be upon you.

Islam is, for Muslims, the way of peace and harmony. The Qur'an describes how everything - including the moon and the stars, the hills and the oceans - obeys a law, the law of Allah. Superb harmony and perfect order are to be discerned in the system of nature: the sun rises in the east and sets in the west and there has been no change to this rule; the moon and the stars shine at night, day passes and night comes; spring turns into summer, autumn to winter and then spring returns again.

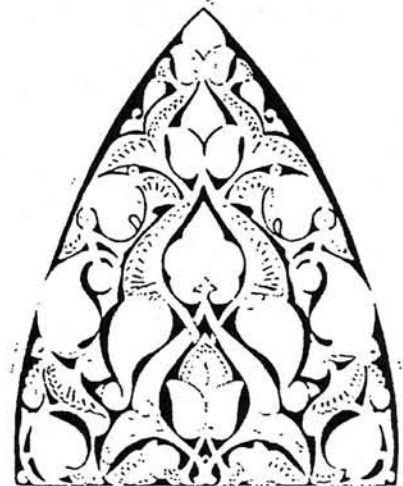
*He hath created man
He hath taught him power of expression
The sun and the moon are made punctual...
And the sky He hath uplifted;
And He hath set the balance
That ye exceed not the balance
But observe it strictly, or fall short thereof.*

Muslims believe that encompassing and transcending everything within creation, including time and space, is Allah. The rich diversity of animate and inanimate creation has its origin in Allah. Human beings have been appointed as **khalifah**, inheritors and custodians of all the created world. It is their task to find within its variety, elements which help them to remember and reflect upon the order and harmony of the world they live in and ways of responding to it.

This is **tawhid**- the Muslim belief in the oneness of Allah, the sustainer of the universe and the sole source of its guidance - a belief declared in the **Shahadah**:

*La ilaha illal Lahu Muhammadur rasulullah
There is no God but Allah; Muhammad is Allah's messenger*

The effect of **tawhid** on human life is that a Muslim is aware of that same direction and purpose in her/his life as is to be seen in nature. This sense of confidence and yet humility in the face of He who is all-knowing, all-powerful, Allah, permeates every action and every aspect of daily life. There is no separation between daily and religious life, no sense of the secular.



In this way, art too is a visual and spiritual explanation and fulfillment of Tawhid. Islamic pattern, on walls, carpets, tiles or in the design of a mosque, attempts to express the infinite variety of creation while reflecting the order and harmony underlying it.

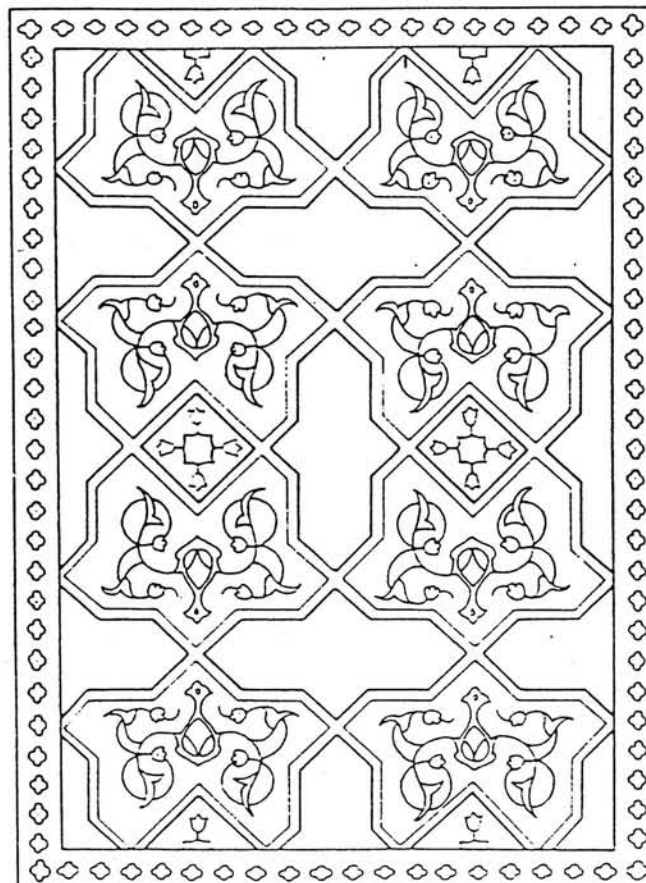
Highly stylized floral decorations suggest the sumptuousness of growing vegetation and help the beholder to focus not just on one particular bloom but upon the rich diversity of the whole. Carpets in Islam are covered in flowers, gardens for the desert where no flowers grow and reminders of the Gardens of Heaven described in the Qur'an.

The use of geometric patterns with their infinite permutations reflect the greatness of Allah, whom nothing can equal and no one can represent. A border confines the pattern but where does it really begin and where end? Textures and colours add further dimensions of complexity and pattern unfolds upon pattern. The eye is invited in different directions, rests in the certainty of a square or circle and then moves on, uplifted, to consider this symbol of the Divine.



Figurative motifs occur within a design to convey symbolic meaning. The Hoama, Paradise Tree of Life, with its many branches and leaves and its repeated pattern of seed, flower, fruit, seed reminds us again of the pattern underlying our lives. Its scattered seeds symbolize the scattered people of the Islamic world who are all seeds of the same tree.

The mihrab, (the arch shaped niche in the mosque which indicates the direction of the Ka'bah) the hanging oil lamp and the water jug have all acquired religious meaning through direct reference to prayer and religious ritual. So the prayer carpet symbolically relates the believer at prayer to the spiritual and geographical heart of Islam.



Names for Allah

- How many names for Allah can you find?

In the name of Allah, Most Gracious, Most Merciful

Praise be to Allah, Lord of the Worlds,

The Most Gracious, the Most Merciful;

Master of the Day of Judgement.

You alone we worship and You alone we ask for help.

Guide us on the straight way, the way of those You have favoured,

Not the path of those who earn Your anger, nor of those who go astray.

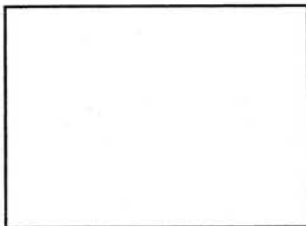
Qur'an: Surah 1

Below are some of the **'beautiful names'** for Allah.

- Think of symbols for each characteristic – for example, a candle might be a symbol of 'peace'.

- Draw your symbols in the boxes.

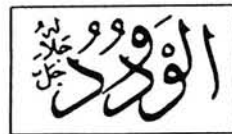
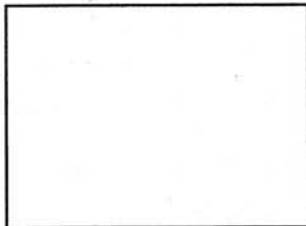
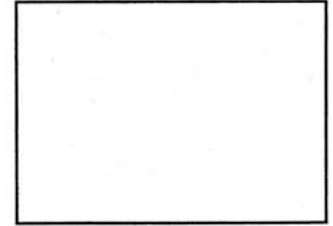
Remember that Muslims would never draw Allah or a Prophet.



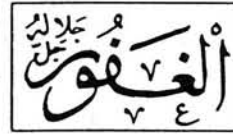
Al-Kahliq
The Creator



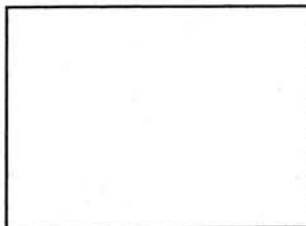
As-Salam
The Source of Peace



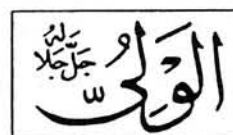
Al-Wadud
The Loving



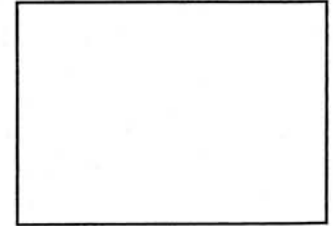
Al-Ghafur
The All-Forgiving

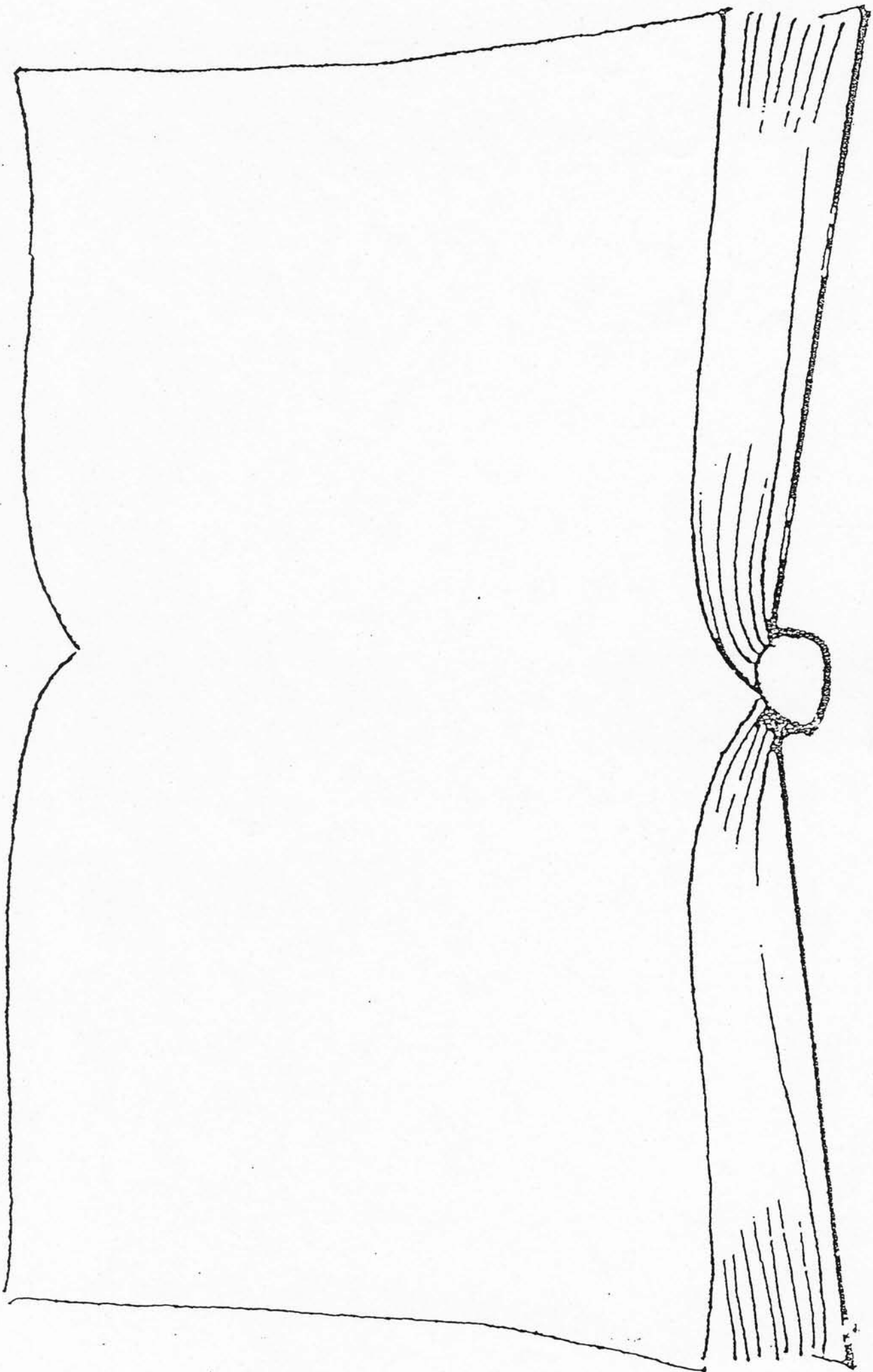


Al-Hadi
The Guide



Al-Wali
The Protecting Friend





Muhammad receives Allah's message

Muhammad was a successful merchant who lived in a busy city called Makkah in Arabia. The people in Makkah worshipped many different gods, but Muhammad had no faith in these gods and he was unhappy about the way people treated one another. As Muhammad grew older, he liked to get away from the crowded city and go into the mountains. There was a special cave on Mount Hira where it was quiet, where Muhammad could be alone and pray. He would spend days and even nights there.

One night, when Muhammad was in the cave, he became aware that he was not alone. The angel Jibril, Allah's messenger, stood next to him.

'Read,' said the angel.

Muhammad was afraid. 'I cannot read,' he replied.

The angel then held him close until the pressure was almost too great to bear. 'Read,' the angel repeated.

Muhammad replied again, 'I cannot'. Once more, the angel embraced him. This happened again, until on the fourth time, Jibril said

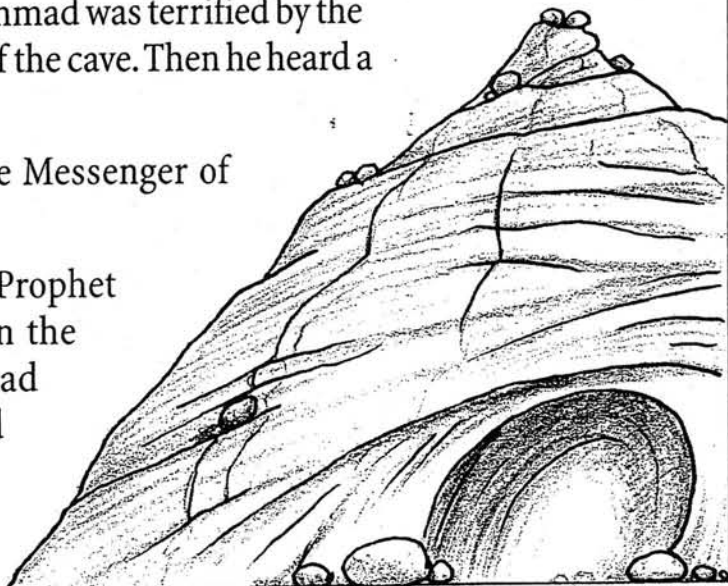
'Read, in the name of your Lord, who creates,
Creates man from a clot.

Read, and your Lord who is the Most Gracious
Who teaches by the pen,
Teaches man that which he knows not.'

Muhammad then understood what he was to do, and repeated the words after the angel. When Jibril saw that Muhammad had memorised it, he left. Muhammad was terrified by the experience and rushed out of the cave. Then he heard a voice saying,

'O Muhammad! You are the Messenger of Allah and I am Jibril'.

Jibril spoke to the Prophet Muhammad many times in the next 23 years. Muhammad memorised what Jibril said and taught it to others.



'STILLING' ACTIVITY

This exercise works best if pupils remove their shoes. If possible, timetable this activity so that you are unlikely to be disturbed by lots of movement outside in the corridor etc.

In a quiet, relaxed voice give the following instructions:

What I am about to ask you to do is not easy although the instructions sound very simple. In a moment I am going to ask you to be silent for three minutes. You can't get this right or wrong. You won't need to look at what anyone else is doing because this is just for you. If you cannot follow one of the instructions, just sit still and quietly and wait for what you are asked to do next.

It will feel strange being so quiet and still and it isn't unusual to feel a little self-conscious to begin with but try hard to remember that no-one will be watching you they will all be trying to concentrate themselves.

1. First of all make sure that you are sitting in a way that will help you to keep still and quiet:
 - sit with both feet flat on the floor
 - rest your hands lightly on your thighs, palms up, fingers relaxed
 - straighten your back relax your shoulders lean forward very slightly pressing your bottom into the chair.
2. Now close your eyes or if you don't feel comfortable doing that try to look down so that you can't see or disturb anyone else.
3. To relax, see what happens to your body when you are tense: Make a tight fist of your hand. Notice what has happened to your arm. Relax and let the fist go.
4. Now screw up your face tightly.....Let that tightness and tension go and feel your cheeks relax.
5. Now I want you to give some attention to what is happening to you here and now.
 - First focus your attention on your feet. Feel the way they are flat against the floor. Flex your toes and relax them. Focus on how your toes each touch a bit of the floor and touch each other.
 - Now tighten the muscles in your leg. Hold the tension....and now let go. Be aware of how your clothing touches your legs.
 - Now focus on your thighs sitting on the chair, pressing against it. They are strong muscles to help you run and play.
 - Tighten the muscles in your bottom and then relax. (*Miss this out if you think it will cause them to giggle*)
 - Now focus on your stomach. Is it full of food after lunch or is it empty and hungry? Gently pull the muscles inand then relax them.

- Move your attention to your shoulders and back. Hunch your shoulders up to your ears....and now let them relax. Feel the tightness and all the days tiredness disappear.
- Be aware of the feel of the clothes on your arms....of your hands resting on your lap...try to think about each finger separately
- Now give some attention to your breathing. Take a deep breath and let it out slowly and gently. Do that again and this time, while you are breathing out, imagine that all the bad and unpleasant things inside you...your worries, difficulties, aches and pains... are going away with your breath
- Take another breath, breathing in ... and out. In your mind count to four while you are breathing in ... and again as you are breathing out. Breathing in...one...two...three...four, ...and out...one...two...three...four.
- Pay special attention to breathing in...imagine that you are breathing in goodness, comfort, warmth...whatever you need
- Now just breathe normally and start to focus on what your ears can hear. The sounds inside this room...the sounds outside, around the school...the sounds outside the window
- Now gently let the awareness return to your body. Wiggle your toes. Stretch your arms and sit up tall. You can open your eyes when you are ready. But still try not to talk.