

# Muslims in Britain

## Facilitators Notes and Suggested Lesson Plan



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## INTRODUCTION

The Muslims in Britain film was produced in an attempt to counter negative attitudes towards Muslims in this country and abroad, due to ongoing issues of Islamist extremism and terrorist attacks or threats of terrorist attacks around the World.

The film tells a brief history of Muslims living in Britain and why Britain has a large Muslim community. It also focuses on positive contributions to the UK by Muslims in the past and present.

It tells the story of how and why Muslims live in the UK and also their contribution to defending Britain in World Wars one and two as well as serving in recent conflicts.

The majority of the film involves interviews with British Muslims who live and work in the UK.

Some explain the roles of the organisations they work for or represent and others explain how they feel about Islamist terrorism and how it affects the way they are treated by non-Muslims and how they feel when a terrorist attack happens and how it is reported in the press and on social media.

## Lesson Objectives

- To enable young people to debate a sensitive contemporary issue in a safe learning environment.
- To explore concepts in connection with Islamophobia, perceptions of Muslims and the need for critical and free thinking.
- The workshop is designed to be delivered between 45 minutes to 1 hour though there is a degree of flexibility in the method of delivery. The product can be delivered in a traditional school or college setting or in a community facility. Key questions are provided as part of this toolkit.
- It is important to note that the workshop has been designed to be flexible and the facilitator is encouraged to deliver it in the method that they feel best suits their audience. Below is a suggested method of delivery however, the facilitator may wish to utilise the power point that accompanies this pack or even tweak the power point to suit accordingly.
- The product is aimed primarily at young people between the ages of 11 and 18, however this doesn't preclude delivering to persons outside of that age range.

The film is set against the backdrop of contemporary life in the UK. Whilst the film aims to provide a positive image of Muslims in the UK there are clear potential cross over themes into other key issues affecting young people such as the Far Right, internet safety and the safeguarding of young people. The workshop can therefore be delivered to young people of any background and provides the opportunity to discuss often sensitive issues with peers in a safe learning environment.

## PSHE / SMSC Objectives

### PHSE: Core Curriculum Theme 3: Living in the Wider World: Building on Key Stage 3, pupils should have the opportunity to learn:

1. To evaluate their own personal strengths and areas for development and to use this to inform goal setting
2. about the unacceptability of all forms of discrimination, and the need to challenge it in the wider community including the workplace
3. To think critically about extremism and intolerance in whatever forms they take (including the concept of 'shame' and 'honour based' violence)
4. To recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern
5. About harassment and how to manage this (including the workplace)

### Fundamental British Values:

*"Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values." This is further defined and related to the Prevent agenda thus: "Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs[1]. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC".*

### SMSC (Spiritual, Moral, Social and Culture):

Abbreviation	SPRITUAL
Sp1	Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
Sp2	Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
Sp3	Use of imagination and creativity in their learning.
Sp4	Willingness to reflect on their experiences.

	<b>MORAL</b>
M1	Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.
M2	Understanding of the consequences of their actions.
M3	Interest in investigating, and offering reasoned views about, moral and ethical issues.
	<b>SOCIAL</b>
S1	Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
S2	Willingness to participate in a variety of social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
S3	Interest in, and understanding of, the way communities and societies function at variety of levels.
	<b>CULTURAL</b>
C1	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.
C2	Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities'.

### Lesson Requirements:

- Audio / visual capability
- Copy of the Muslims in Britain film either on disc or portable media
- A4 paper and pens for group exercises
- Flipchart and markers (optional)
- PowerPoint (optional)

## **BEFORE THE FILM IS SHOWN**

Explain that the workshop is a space for the students to engage in a discussion about the subject matter. Students should be encouraged to be honest and up-front and to offer opinions and ask questions without being judged.

The suggested questions below can either be facilitated as a wider group discussion or within smaller groups with students encouraged to highlight their thoughts on flipchart paper and feedback.

- Ask the group whether any of them have Muslim friends or neighbours. Ask them to share any experiences they've had with contact with Muslim
- If the response is limited, ask the group what they think about Muslims. Suggestion: Group mindmap on board to capture. Ask the students to mindmap 'Muslims' to get a baseline response of their reactions and understanding at the start of the lesson. Ask them to do this all in one colour.
- Do they associate Muslims with terrorists?
- Does the group think that the Qur'an (holy book for Muslims) encourages terrorism?
- Encourage them to be open and honest about what they think. Ask them to explain their responses
- Who or what organisation did they get their information from.
- It is anticipated that participants will raise many positive thoughts and ideas but are also likely to raise issues such as terrorism, Jihad, Sharia Law, the Hijab / Niqab, Halal slaughter, the issue of refugees 'flooding the country' and many of them being terrorists.
- It is essential that the facilitator is able to debunk some of the common myths that surround Islam and Muslims. Please see Appendix A for some pointers

### **Once this discussion is finished,**

**Ask the group how they would feel if they were blamed in the press or social media for the actions of another person who they did not know, just because somebody thought or assumed they had something in common with that other person.**

## SHOW THE FILM

*The film is 15 minutes long.*

**At the end of the film discuss the individuals involved in the film:**

- **Abdussamad Mulla** -  
Al Imdaad Foundation



- **Sufyaan Valimulla** -  
Al Imdaad Foundation



- **Zubair Valimulla** -  
Al Imdaad Foundation



The Al-Imdaad foundation is an International disaster relief charity that helps people around the world regardless of race or religion. You may have seen them on social media when they attended the floods in Somerset and Cumbria and provided assistance to flood victims by providing food parcels and helping clear victim's houses.

- **Imam Asim Hafiz OBE -**  
Islamic Advisor to the  
Ministry of Defence



Asim is the Islamic advisor to the Ministry of Defence. He attends war zones with British Soldiers and helps and advises them when dealing with the local population.

- **Bana Gora -**  
Muslim Women's Council



Bana is the director of the Muslim Women's Council. Bana campaigns for Women's rights within the Muslim community and provides a platform for Muslim women to get involved in different activities and build confidence.

- **Yasmin Qureshi -**  
Member of Parliament  
for Bolton



Yasmin is a Member of Parliament. She sits in the House of Common and is involved in making decisions and debating issues that affect her local constituents and matters of national importance.

- **Khalida Ashrafi -**  
DJ and Project Manager



Khalida is a project manager that works to prevent children being exploited and groomed. She is also a DJ on fever FM radio (Leeds) and a comedian.

- **Adnan Saif -**  
Muslim Heritage Centre



Adnan is the director of The Muslim Heritage Centre in Manchester. They work to promote cooperation between Muslims and other religions and also educate people about the history of Muslims in Britain.

- **Commander Mak Chishti -**  
Metropolitan Police



Commander Chishti is the highest ranked Muslim Police officer in the UK. He is currently in charge of the metropolitan Polices engagement program which works to help bring all communities regardless of race religion or nationality together.



- **Dr Hafsa Qureshi -**  
National Health Service



Hafsah is a trainee GP. She works every day to help others who are ill.

- **Captain Naveed Muhammad**  
British Army



Naveed is a Captain in the British Army. He has served in many of the recent conflicts which the British armed forces have been deployed to. He also works to recruit more Muslims into the British Armed forces.

## AFTER THE FILM

- At the end of the film consider discussing some of the individuals involved in the film: You could discuss each individual and ask the group about the positive actions and words of each of the interviewees, and how this now makes them feel towards Muslims.
- Or revisit the Mindmap and ask the students to add in knowledge gained with another coloured pen. You could discuss each individual and ask the group about the positive actions and words of each of the interviewees and how this makes them feel towards Muslims.
- Ask them directly if they knew any of the facts about Muslims they have learned in the film.
- Ask them about the historical association of Muslims and Britain i.e. World Wars I and II, the first Mosque in the UK in 1860, trade between Muslims and Britain dating back hundreds of years.
- Ask the group about the impact of social media and how groups will often use the likes of Facebook to spread propaganda and lies about Muslims. Can students think of any examples where they have seen negative stories or propaganda about Muslims either on social media or in newspapers?
- Does the film change the opinion or reinforce what they already thought?
- After listening to the featured Muslims speak about their love of Britain and their opposition to Islamic extremism, ask the group again how they would feel if they and the community they are part of was blamed for things that they had no control over.

## Any Questions?

Participants are encouraged to offer any final thoughts or ask any questions that they may not have considered previously. The safe learning environment is key to the participant's willingness to ask 'difficult' questions or to offer honest views and ideas which can be discussed openly and honestly.



## APPENDIX A

- The Qur'an or the Hadith (a collection of traditions containing sayings of the Prophet Muhammad which, with accounts of his daily practice constitute the major source of guidance for Muslims apart from the Qur'an) does not in any way encourage, condone or accept any form of terrorism, extremism or violent action against innocent people. Terrorists will use twist Quranic verses for their own criminal and violent purposes.
- The literal meaning of Jihad is 'struggle with the foremost meaning for Muslims being 'inner struggle' against one's own base desires, lust, greed etc.
- Islam teaches Muslims to abide by the law of the land i.e. UK law if residing in the UK etc. There are a small number of Sharia Law Courts in the UK that will only deal with low level domestic issues such as marriage, divorce, inheritance etc.
- Muslim women cannot be forced to don the veil (Niqab) or the hair covering (Hijab) it has to purely be the choice of the woman herself. There are two schools of thought within Islam with regards to the Niqab. Some people believe that it is essential for a woman to wear the veil whilst others believe that simply wearing the hair covering is sufficient with no need to cover the face. Wearing or not wearing a veil does not necessarily make a woman a better Muslim!
- Halal slaughter has prompted a lot of debate in recent years and there are many misconceptions that surround halal and its alleged barbaric nature. The reality of halal slaughter is as follows:
  - Animals must be given a clean, humane life. This includes proper food (no other animal parts or products except what is natural for them), clean air and space to roam around, and kind treatment (no kicking, abusing or mishandling of them)
  - Before the animal is brought to slaughter, it's recommended to give it some water and calm it down a bit. Stroking, petting or talking to the animal is not unusual.
  - Live animals must not see or watch the ones that are being slaughtered. This would scare them and make them unnecessarily nervous.
  - Animals must be slaughtered swiftly with a sharp knife, not anything rugged that would make it more difficult (and more painful) to the animal. No clubbing, beating, shooting the animal is allowed nor is such meat halal for Muslims to eat. God's name should be recited over the animal just before slaughter, as the sacrifice is in His name and no other and only He has the right to legislate the taking of life.
  - The animal's carotid vein must be cut, but the spinal cord left intact, (the animal quickly loses consciousness at this point. This allows the heart to continue to pump the blood out and drains the blood from the animal (blood is not halal to

consume). Certain studies suggest that stunning an animal prior to slaughter may cause more pain to the animal if not correctly administered and in some cases even though stunning may have taken place the animal may still be able to feel pain.

- As much of the meat and the animal's body parts should be used as possible, as waste is highly discouraged. It's not uncommon for people to eat the organs of most animals and to use the bones to make broth and the wool from sheep to make textiles and clothing.
- There has been no flooding of refugees to the UK contrary to some of the propaganda peddled by certain groups. There have been no terrorist attacks carried out in the UK by a refugee including the most recent attacks within the last year.





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