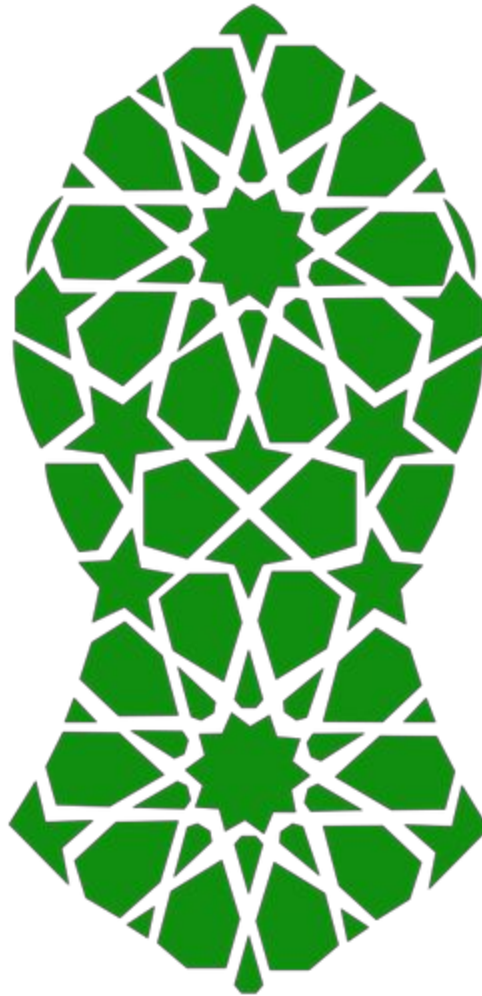


Letters to the Beloved



An Educators Resource Package

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Ottawa, 2016



Introduction

This resource package was developed as a teaching aid for teachers interested in carrying out this special project in their classroom. It consists of a series of seven activities that are intended to stir love and longing for the Prophet ﷺ, in an effort to raise individuals who are inspired and share in spreading the light and love of the Prophet ﷺ. The activities herein are intended to be used as part of your language arts class. The set of activities can be used in whole or as parts. After the first two activities, your students will have a complete letter. This is the minimum that we recommend. Going further will lead to inspiring further levels of feeling in your students. Our intention is that whether you do two or all of the activities, they will lead to a greater appreciation of the Beloved ﷺ in the hearts and minds of our youth.

Background

Alhamdulillah, this is the second annual year of the [Letters to the Beloved ﷺ Writing Competition](#). Last year, we received approximately 250 letters and hosted a number of writing workshops including some held at local Islamic schools. We are hopeful that this project will spread as far as the light of Prophet Muhammad ﷺ continues to spread. We would love to receive submissions from all our brothers and sisters across the globe.

Note to Educators

Discuss role of teacher and student in order to set intentions. Since this is a devotional endeavour, we encourage you to approach it from a spiritual perspective. Here is a suggestion:

In the Name of God, Most Merciful, Compassionate, all praise to God, Lord of the Worlds. And salutations and greetings upon our master Muhammad and upon his family and companions. I intend to study and teach, take and give a reminder, take and give benefit, take and give advantage, to encourage the holding fast to the book of God and the way of His Messenger, and calling to guidance and directing towards good, hoping for the countenance of God and His pleasure, proximity and reward, transcendent is He.¹

♥ Teachers are encouraged to explore as many creative avenues as they can when delivering the activities. This resource pack is aimed at a junior/intermediate level, but can be modified and adapted to meet the grades and needs of your students. Further, the teacher's role is one of a facilitator, guide, example, and mentor.

♥ Students are encouraged to write with an open heart. We encourage you to present your students with the opportunity to let their curiosity and imagination guide their learning and increase

¹ Imam Abdullah Al-Haddad, available at <http://seekershut.org/blog/2009/12/the-intentions-for-seeking-knowledge-imam-abdullah-al-haddad/>

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their yearning throughout this writing journey. It is up to you as a teacher how much weight you give to matters of grammar, spelling, and punctuation. For the purposes of the actual competition, these are not criteria for a winning entry. Rather, the judges are looking for depth of feeling, authenticity, and personal expression. It is also acceptable in the letters of younger readers to have a style or even wording that imitates that which they are exposed to through classical poetry and religious songs. A certain degree of imitation has been shown to be a normal stage in becoming a good writer.

Recipe for Success

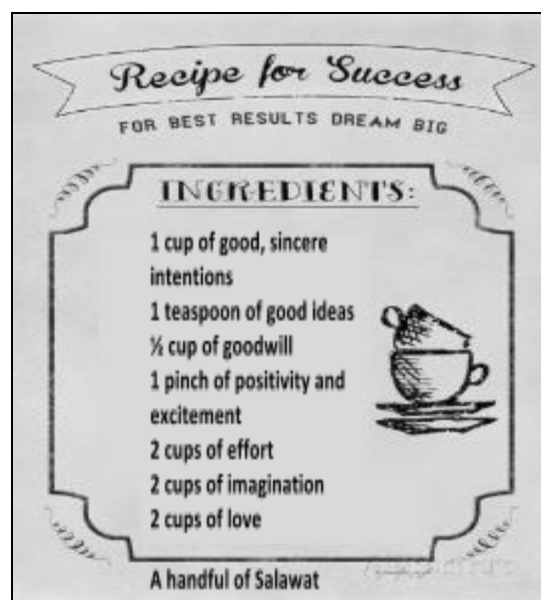
We really want this writing task to be filled with blessings for you and your students, from the beginning to the end and throughout the writing process. We do not want it to simply be about the product. Although it may be a competition, it's less a competition in the sense of performance, and more a competition in the sense of "presence" - that is, presence of heart in all we do. It's less a competition for who can write the best, and more a competition for who can "connect" their heart to high meanings of love, admiration, and longing for the Beloved صلى الله عليه وسلم.

Creating a Space to Write

When getting your students to write it is important to create a writing space. Just as most classes may have a reading corner where students can sit and read in a comfortable and quiet place we too encourage a similar corner for writing this letter. As a teacher, you can help inspire the desire to reflect and write by creating a classroom writing nook: furnish it with a few pillows, plants, and lamps to help create that special space. You will quickly see how something as simple as a space will be part of the writing process. In fact, sometimes all we as teachers need to do is hold the space. In a world in which our students rarely get the chance to silently reflect on faith, this is a great service we can do them. The space itself will do the work.

Writing Challenge

For some students, writing to the Prophet Muhammad صلى الله عليه وسلم is no easy task. This could be due to their perceptions about their ability to write, or their concerns about not knowing what to say. Indeed, many of our youth today also suffer conditions such as anxiety. The last thing we want is for your students to associate this task with negativity. If your students are experiencing writer's block, offer hope and reassurance. Encourage them to take a break and recite Salawat and ask Allah Most High to give them strength and patience, and "ta'wfiq" (Divine Permission with Assistance) to write. This is also a great opportunity to teach that with hardship comes ease and that one of the means of seeking relief is through Salawat - ie.



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connecting to the Rahma of God through sending peace and blessings on His Noble Prophet صلى الله عليه وسلم. If other issues come out of this exercise, for your students, you can also use it as a teachable moment to remind your students and yourself of the Prophet Muhammad's صلى الله عليه وسلم enduring patience and perseverance through his many trials and tribulations, and that it is okay to feel difficulty at times.

Writing Tips

1. Refresh your wudu'.
2. Begin with al Fatiha - everything that you want to be blessed begins with a prayer.
3. Ask God to send peace and blessings upon His Beloved Muhammad صلى الله عليه وسلم.
4. Set the mood: sit alone or in a small group.
5. Reflect on your intention and let it stir your feelings and thoughts.
6. Use memories to guide you: hadiths, stories, prayers.
7. Dig deep: what do you want to tell Rasul Allah صلى الله عليه وسلم? What would you like your relationship with him صلى الله عليه وسلم to be like? Is there something in your life that you want him صلى الله عليه وسلم to know about?

Assessment

Students will be assessed on successfully writing and/or presenting their letter to the Beloved صلى الله عليه وسلم. All good actions should be rewarded. First and foremost, may we be awarded with the most precious of gifts from Allah جل جلاله, His abundant love and blessings in this life and the next. Furthermore, It was narrated from Abu Hurayrah that the Messenger of Allah صلى الله عليه وسلم said: "There is no one who sends peace upon me, but Allah will restore to me my soul so that I may return peace upon him."² Tell students about this beautiful interaction between us and the Beloved صلى الله عليه وسلم.

Secondly, we encourage you to award prizes or certificates to your students for their work so that they may learn to associate such a blessed task with *farah* (joy), *kheir* (good), *halawa* (sweetness), and *salam* (peace).

Thirdly, let your students know from the start that you will be submitting all their letters to the Letters to the Beloved صلى الله عليه وسلم Writing Competition, a competition open to an international audience, and that any of them might be chosen as a winning letter. Additionally, all letters submitted get published on the website, which means a lot to students. Show them the website and the poems by the previous year's participants.

² Sahih Sunan Abi Dawood, 1795

Conclusion

This resource package was created first and foremost solely with the intention of cultivating love for the Beloved صلى الله عليه وسلم by the educators of [Zidni School](#). With the Permission of the Most Generous, we offer you this simple and blessed document to help support your students' participation in the [Letters to the Beloved](#) صلى الله عليه وسلم [Writing Competition](#). We believe using the format of an international competition with prizes is a wonderful way to motivate our young learners. We pray that participating in this journey will be a positive learning experience for you, your students, their parents, and the greater school community. *In sha Allah* it will be an opportunity for all to learn and grow in faith and enrich our connection to Allah and His Messenger صلى الله عليه وسلم.

We would love to hear from you: please, feel free to email us at zidnischool@gmail.com with any feedback or suggestions regarding what you would like to see in the next edition of this resource package. Please tell us which activities you used, and what modifications you made. We would also love to hear what worked and didn't work so we may know what to improve.



Letters to the Beloved Resource Package

Activity 1: Letter Writing: Stirring feelings of gratitude

Overview

This activity uses literature and shared writing to teach letter-writing format and promote authentic letter writing. Letter writing is an essential skill. Due to the prevalence of emails and text messages, your students may never have received a letter. (Bonus: A great way to start introducing them to letters is to write each child a letter, from you; an extension activity is to have each child pick the name of another child in the class to write a letter to.)

Encouraging children to write letters improves their communication, social and handwriting skills, and teaches them what they need to know about expressing feelings in the written form.

Objectives

- Students will discuss the purposes and conventions of letter writing.
- Students will write for real purposes to authentic audiences.
- Students will express feelings of gratitude.

Resources and Preparation

- SmartBoard or large chart paper
- Nice paper to write a letter on
- Envelopes
- Student journals

Instructional Plan

1. Introduce letters by stirring discussion:
Ask the students to put their hands up if they have ever received a personal letter. Keep in mind this could include a letter that they received via email, for example from a grandparent, or even a short message they received in a card for a special occasion. The important thing is that it is a personalized message longer than a text message.

Ask for one or more volunteers to talk about how they felt to receive the letter. Here are some initial questions that may help:
 - a. What was in your mind as you read the letter?
 - b. Did you save the letter to read again?
 - c. Did you share your letter with anyone?
 - d. Did you write back?

2. Explain to students that the class is now going to write a letter together. Explain that the letter is going to be a "Thank-you" letter. Ask them to think about someone at school who has been helpful to them in some way. A good choice may be the principal, the secretary, or the janitor, but students can help decide on any adult who has made a contribution. As Abu Huraira reported:

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The Prophet ﷺ said, “**He who has not thanked people has not thanked God.**”³

3. After students choose the letter recipient, have them briefly brainstorm ideas to include in the letter. Steer the brainstorm towards acknowledging all the ways in which this person has helped them including the effects of this help on their lives.
4. On the SmartBoard or on a large chart paper, guide students to identify where you will include the: date, the salutation or greeting, the body, the closing, and perhaps the postscript (PS). By soliciting student input, write a letter to the recipient of choice. While you model it for them, ask them to write the same letter on paper too.
5. When you're finished, ask a student to read the letter out loud. Prompt them to reflect on how happy the recipient will be when he or she receives it.
6. On a beautiful sheet of paper, have a student who has neat printing write the letter out. The other students may be doing another activity at this time. In front of the class, put the letter into an envelope.
7. Invite the recipient to come to the classroom for ten minutes, in order to receive the letter.
8. After the recipient of the letter has read it, responded (orally), and left the classroom, have students share how they felt about this experience.

Conclusion/Evaluation

Have students write a journal entry reflecting on their experience of showing gratitude.

³ Sunan Abu Dawud 4811

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Activity 2 – Introduction to the Competition; Stirring feelings of missing

Overview

Explain to students that we will be writing letters to the Prophet ﷺ. Build excitement, show students the website, show students the videos of some adults reading their letters where appropriate to their ability to appreciate the letter.

Objectives

Students will become motivated about being part of a project that is larger than their school and city, and that in fact all members of the Ummah can participate in.

Students will be exposed to the tradition of expressing feelings towards the Prophet ﷺ as has been done by Muslims for 1400 years, from the very first days of Prophecy.

Resources and Preparation

SmartBoard or projector and screen to project Letters to the Beloved ﷺ website for class to explore together

Instructional Plan

1. Introduce letters by stirring discussion: Gather students together on a carpeted area, and ask the students to think about whether we should be thankful to the Prophet ﷺ.
2. Ask students to think of the things that we have in our lives because of the Prophet ﷺ - ask students if they like Ramadan, and say: would we have had Ramadan if it were not for the Prophet ﷺ? Do the same for Quran, being nice to animals, Eid, Hajj, and so on.
3. Show students [The Chosen One by Maher Zain](#). Ask students to identify the good actions people in the video are doing that we learned to do from the Prophet ﷺ, that we should be thankful to him ﷺ for having taught us.
4. Ask students some good things they do that he ﷺ taught us to do.
5. Brainstorm together what things we should be thankful to him ﷺ for.
6. Ask students to return to their desks and begin to write a “Thank-you” letter to the Prophet ﷺ. This is a first draft.
7. After students have written their drafts, announce to students that the class will be participating in the Letters to the Beloved ﷺ Writing Competition. Project the website for all the students to see, and go through the pages, showing them the pages that are of interest to them such as those that feature images of handwritten letters from children like themselves.

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8. Ask students to think about other feelings they could include in the letter, after the feelings of gratitude. Are there any other feelings they feel about the Prophet ﷺ ?
9. Show students the film: [Draw the Prophet ﷺ](#). Ask them to focus on the feeling of missing him ﷺ and wanting to see him, which is especially suggested at the end of the boy's letter.
10. Ask students to add a few lines to their letter, this time speaking of the feeling of missing and wishing to see the Prophet ﷺ .

Conclusion/Evaluation

Collect letter drafts and assess student progress in achieving objectives of Activity 1 and 2.

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Activity 3 – Sirah of the Prophet Muhammad ﷺ : Stirring feelings of admiration

Overview

After viewing a few selected videos based on the life and character of the Prophet Muhammad ﷺ, students will participate in creating a class timeline of important events. This timeline could be put up around the classroom and referred to in their writing. They will also think of questions they may have asked the Prophet ﷺ during those events. They will be prompted to note the beautiful qualities in the character of the Prophet ﷺ that his behavior during those events shows and feel admiration for him ﷺ.

Objectives

Students will examine the world into which the Prophet ﷺ was born as well as understand and become familiar with significant life events and people in his life.

Resources and Preparation

Computer and Projector
Paper and pencils
Construction paper
Markers
Ruler

Instructional Plan

1. Ask the class what they know about the life of the Prophet ﷺ. What important events and people come to mind? Write these ideas on the chalkboard.
2. Tell your students they are going to watch short films on the life of the Prophet ﷺ. These videos are used to introduce key moments in the life of our Prophet Muhammad ﷺ to your students. It's recommended that each video be viewed separately, that is, on separate days. After viewing each one, students are encouraged to write 3 to 5 questions they would like to ask Prophet Muhammad ﷺ about the event depicted in the video.
3. Project the following *Celebrate Mercy* trailers.

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

<https://www.youtube.com/watch?v=5wOxQbqzBVE>

<https://www.youtube.com/watch?v=zqb0RaUmkLw>

<https://www.youtube.com/watch?v=dVMsnKZAX6o>

<https://www.youtube.com/watch?v=g6i84wF6OGE>

4. Have students work in groups to create a timeline of a chosen time period or event from the Prophet's ﷺ life (birth, revelation, accepting his prophetic role, *Mir'aj* (ascension), battle of Badr, his migration to Medina, etc.).

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5. Share the following poem with your students: [Beloved by Baraka Blue](#). Ask students to consider the tone of admiration used by the author, and his praise of the Prophet ﷺ. Ask what qualities are mentioned that are different from regular human beings (eg. being hungry but never complaining, asking forgiveness for his enemies, being a perfect spouse ﷺ).
6. Ask students to use the same tone of admiration as Baraka Blue to describe one event from the life of the Prophet ﷺ, that they saw in the videos about his life ﷺ, which they found amazing. Have students use the sentence starters: *You were able to..... I admire how you..... You are amazing: you....*
7. Students will conclude this activity by adding their sentences of admiration and praise to their letters to Rasulallah ﷺ. Encourage them to edit, peer-edit, and rework their letters as a means of striving for *ihsan* (excellence and beauty).

Activity 4 – LOVE

Overview

There is more to LOVE than romantic love. A child's first love is probably their parents. In this activity students will read either of the concept of a "Beloved." This will explain to students the title of the Letters to the Beloved صلى الله عليه وسلم Competition and why we are even writing.

Objectives

Students will realize the feelings of love they have for their Parents and develop feelings and emotions of love for the Prophet صلى الله عليه وسلم.

Resources and Preparation

Books: *Mama, Do You Love me?* (Barbara Joose) *Papa, Please Get the Moon for Me* (Eric Carle)
Paper and Pencils
Envelopes, stickers, stamps
Chart Paper and coloured paper
Markers and crayons

Instructional Plan

1. Arrange the class into groups of three to five students. Give each group of students a chart paper and ask them to write the word LOVE in the center.
2. Ask them to write down any emotions, thoughts, ideas, things, people, places that come to mind when they think of this word.
3. Bring the class together and have the groups share what words came up. On the board create a list of the top 5-10 responses.
4. Explain to students that the class is now going to hear a story about two children who live in different parts of the world and their attempts to learn just how much their mother and father love them.

Imam as-Sadiq (peace be upon him) relates that once a person approached the Noble Prophet (peace be upon him and his family) and asked: "**O Prophet of Allah! Towards whom should I exhibit goodness and kindness?**" The Noble Prophet صلى الله عليه وسلم replied: "**Towards your mother.**" The man then asked: "**And after that towards whom?**" The Noble Prophet صلى الله عليه وسلم again said: "**Your Mother.**" He asked again: "**And then?**" Once again, he صلى الله عليه وسلم replied: "**Your mother.**" For the fourth time the man asked: "**And then?**" This time he صلى الله عليه وسلم said: "**(Then towards) Your father.**"⁴

5. Read one of the suggested books upon completion of the story ask the class how the children test their parents' love with questions.

⁴ Sahîh Bukhârî 5971

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6. Start a discussion: What we learn is that in both cultures the parents love their children with unwavering affection. Your children will recognize that their parents, too, love them in the same way and that this love is a very precious gift.
7. Have the class write and illustrate thank you cards for their mothers and for their fathers to show their appreciation. Here are some suggestions:

Thank you for loving me, even when I forget to feed the cat.

Thank you for making me feel safe during thunderstorms.

Thank you for preparing warm hot meals.

Thank you for putting a roof over my head.

Thank you for forgiving me when I...

8. Students may also decide to include a prayer for their parents in their thank you letter.

وَأَخْفِضْ لَهُمَا جَنَاحَ الذُّلِّ مِنَ الرَّحْمَةِ وَقُلْ رَبِّ ارْحَمْهُمَا كَمَا رَبَّيَانِي صَغِيرًا

“And lower unto them the wing of submission through mercy, and say:

My Lord! Have mercy on them both as they did care for me when I was little.” (Qur’an 17:24 - Pickthall)

9. Show students the video: [Sami Yusuf - Mother](#) up to the 2:03 mark only. Provide them the lyrics up to this point if possible.

10. Then, help students to make a connection between the love we feel for parents, and that which we should feel for the Messenger of Allah ﷺ who said: “I am to you like a father to his son, and I teach you.”⁵

11. Show students the video [Sami Yusuf - You Came To Me](#) and ask them to find the similarities between the beautiful emotions we hear in Sami Yusuf’s voice, for his Mom and for the Prophet ﷺ. Point out the use of the word “Beloved.”

12. Talk about feelings of need. We need our Parents. That is why Allah gave them to us. We also need our Prophet ﷺ. Ask them to look for that feeling of need in Sami Yusuf’s second song. Encourage them to write to the Prophet ﷺ with the same intention and emotion they included in the letter to their parents, perhaps even more so.

13. Students will conclude this activity by adding words of love and need to their letters to Rasulallah ﷺ. Encourage them to edit, peer-edit, and rework their letters as a means of striving for *ihsan* (excellence and beauty).

⁵Sunan Ibn Majah » The Book of Purification and its Sunnah Vol. 1, Book 1, Hadith 313

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Activity 5 - Reading Love Letters/Poems

Overview

When students think of love, they almost invariably think about romantic love. This lesson expands the concept of love to move beyond romantic love and explore other kinds of love, particularly the love for our Prophet صلى الله عليه وسلم. Students work in small groups to read and reflect on the feelings and thoughts expressed by their peers towards the Beloved صلى الله عليه وسلم.

Objectives

Students will read and analyze a variety of love letters that have been written to the Prophet صلى الله عليه وسلم.

Resources and Preparation

Download and print copies of the letters from 2015

Make copies or overhead transparencies of the handouts for the lesson: [Guiding Questions for Reading Poems about Love](#).

Instructional Plan

1. Arrange the class into groups of three to four students, and assign each of the groups one of the four letters listed below:
 - o Letter from Zaid: <http://letterstothebeloved.com/category/3rd-place-children/>
 - o Letter from Taqwaa: <http://letterstothebeloved.com/category/3rd-place-youth/>
 - o Letter from Uswah: <http://letterstothebeloved.com/category/2nd-place-children/>
 - o Letter from Mazen: <http://letterstothebeloved.com/category/2nd-place-youth/>
2. Distribute all four letters to each group, and ask them to become experts on the poem that their group has been assigned.
3. Ask students first to read the assigned poem aloud in their groups.
4. Allow time for them to make any immediate observations or comments in their groups, orally or in their journals.
5. Distribute the [Guiding Questions for Reading Poems about Love](#), and ask groups to go through the questions for the poem that they have been assigned. Students can take notes on the question sheet.
6. As groups work, circulate among students, providing feedback and support as appropriate.
7. When students have completed their exploration of the poems, reconvene the class.
8. Ask student groups to lead the discussion on the poem on which they have become experts. (If more than one group worked on a poem, both groups should lead.)

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9. Using the following questions to guide discussion, ask students to brainstorm responses and record their ideas on the board:
 - a. What keywords do these authors use to express their love?
 - b. How do these poems make you feel when you read them?
 - c. Why do you think most of us think of romance when we think of love?
10. Play the song [Beloved Nabi by Talib al Habib](#) for the students. Ask them to pick out their favorite line from the song.
11. Students will conclude this activity by reviewing their letters to Rasulallah ﷺ and seeing if there is anything else they can add to express their love in a poetic yet heartfelt manner. Encourage them to edit, peer-edit, and rework their letters as a means of striving for *ihsan* (excellence and beauty).



There was a time that when the Muslims would be filled with pain, they'd write letters of love to the Prophet ﷺ and sign them with their tears and send them with those travelling on Hajj. As those letters would reach Madinah, Allah would send down relief to the writers. – Shaykh Mohammed Aslam

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Activity 6 – Using Poetic Language

Overview

This activity uses literature to explore figurative language: similes, rhyme and other poetic devices.

Objectives

Students will become familiar with features of poetic language so that they can use these in their letters.

Resources and Preparation

Sample poems such as those listed at this website for teaching similes:

<http://www.brighthubeducation.com/high-school-english-lessons/46333-poems-using-similes/> as well as the one included here.

Instructional Plan

1. Introduce poetic language: language that describes feelings and situations indirectly, using words and images that appeal to the senses, to the imagination and to our hearts.
2. Read the following example aloud to explore rhythm and symbolism:

Will There Really Be a Morning?

by Emily Dickinson

*'Will there really be a morning?
Is there such a thing as day?
Could I see it from the mountains
If I were as tall as they?
Has it feet like water-lilies?
Has it feathers like a bird?
Is it brought from famous countries
Of which I have never heard?
Oh, some scholar! Oh, some sailor!
Oh, some wise man from the skies!
Please to tell a little pilgrim
Where the place called morning lies!*

3.
 - a. How did it sound to the ear? Could you identify and hum a pattern?
How would it sound if you tried changing the pattern?
 - b. What do you think the author means with the image of morning?
 - c. Can you find any end-rhymes? How did you feel when you heard them?

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Try changing the rhyming words for synonyms so that there are no longer rhymes.
Re-read the piece. How did it sound? How did you feel hearing it this time?

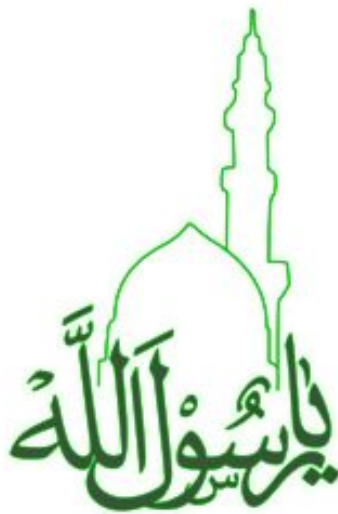
4. Conduct a brainstorming session on symbolism. We suggest you start with the symbol of morning: What else can you associate to the symbol of morning?
Move on to other common symbols like the rose, the full moon, the sun, the ocean, etc.

Then, try it in reverse. Ask students to come up with symbols (simile or metaphor) to describe people and feelings in their lives.

5. Share with them these words by Imam Muhammad al-Jazuli from the *Dala'il al-Khayrat* describing the Prophet ﷺ: "...more beautiful than the moon, more noble than the following clouds and the raging sea."⁶

Could you equate anything else with the beauty of the moon? And yet he ﷺ, surpasses it.

6. Students will conclude this activity by writing their own poetic lines to Rasulallah ﷺ. Encourage them to edit, peer-edit, and rework their letters as a means of striving for *ihsan* (excellence and beauty). These lines should be added to their letters.



⁶ Imam Muhammad al-Jazuli, *Dala'il al-Khayrat*, Chapter 4 (Thursday), verse 16

Activity 7 – Stirring feelings of Joy

Overview

Students will be invited to feel the joy of connection to the Prophet ﷺ.

Objectives

Students will feel feelings of joy at being followers of the Prophet ﷺ.
Students will learn the meaning of ﷺ.

Resources and Preparation

SmartBoard or projector to project videos

Instructional Plan

1. Show students part of the video [Celebrate Mercy: Hope after Hardship](#) (start at 8:08 mark, end at 8:38 mark) which shows the joy of the Ansar. Talk about the song *Tala al Badru alayna*, the great happiness that it expresses, and ask students to think about how they would have felt at that time had they been present amongst the Ansar, to welcome Rasul Allah, to see him for the first time in their lives. Would they have danced? Would they have sung? Would they have thrown flowers in the air and beat their drums? How would they have smiled at their Beloved? What would they have done or said? Have students record a few responses in their journals.

Explain to students that ever since the Prophet was born, he has brought joy and light to people - and even to the earth, and the sky, and the animals and trees..

For example, the Prophet's uncle al-'Abbas composed these lines in joy at his birth:

When you were born, the earth was shining,
and the firmament barely contained your light,
and we can pierce through,
thanks to that radiance and light and path of guidance.⁷

اللهم صلّ وسلم وبارك عليه وعلى آله

2. Explain that even though we don't live in a time in which we can interact with the Prophet physically, our souls can speak to his soul. Write the following Hadith on the board:

the Messenger of God ﷺ said, "Whenever someone greets me, Allah returns the soul to my body (in the grave) and I return his greeting."⁸

⁷ Suyuti's *Husn al-maqsid* p. 5

⁸ Imam Al-Nawawi, *Riyad as-Salihin*, Book 15, Hadith 1401

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3. Take a few moments to teach students the formula for sending peace and blessings upon the Prophet ﷺ and his Family, and recite this together a few times, having students close their eyes and concentrate.
4. Show students the video [Ya Nabi Salam alayka by Maher Zain](#) which uses the image of glitter rising up to the heavens to depict what happens when we send peace and blessings to the Prophet. Ask them to notice how people's faces and situations changed after they said the Salawat. Explain that salawat brings peace from the Prophet to us, and this is why we feel joy. We should always do salawat when we are feeling sad or down.
5. Ask students to write a line about their joy that they are part of the Ummah of the Prophet, and get to connect to him anytime they want, in their letter to the Prophet.
6. Explain that when we say: *Allahumma Salli ala Sayyidna Muhammad*, it's a letter to the Beloved every time. A letter that says: *O Beloved, Thank you, I miss you, I love you, I admire you, I need you, I am happy to be your follower.*
7. Have students tell you what they think it means when we say ﷺ after the Prophet's ﷺ name. Ask if they would like to be close to him ﷺ in the Afterlife. Tell them the teaching: The Messenger of Allah ﷺ said: "The people who will be nearest to me on the Day of Resurrection will be those who send the most blessings upon me."
8. Ask students if they would like to see the Prophet ﷺ in their dreams, on the Day of Resurrection, and in Jannah. Have students include a last line in their letter about this hope.



Letters to the Beloved Resource Package

Activity 8 – Final copy

Overview

Students will be invited to prepare a beautiful final copy of their letter to the Prophet ﷺ.

Objectives

Students will learn to present their greetings to the Prophet ﷺ with the care, and *ih-san*.
Students will prepare a hard copy of their letter to keep and that can be displayed in the classroom

Students will prepare a soft copy that can be submitted to the Competition

Resources and Preparation

Beautiful paper to write on

Sharp pencils or good pens

Stickers, stamps, glitter and other items to decorate the borders of the letters
computers

Instructional Plan

1. Have students think about how they would present a message of love to the person they love the most and who they want to make happy with them.
2. Hand out the writing papers and have students work on their final copies of their letter which has so far been in draft form.
3. Have students show you their final copies and if you approve of their printing, have students choose how they would like to decorate the letter.
4. have students type out their final version of the letter (same as the one they just completed in hard copy) to send electronically to lettersbeloved@gmail.com (all submissions from your class can be sent from your school email. Please provide address of your school so that we can send you certificates for each student).
 - if you are able to take clear photos of the hard copy to email in, there is no need to send a typed version.

NOTE: it is up to you, the teacher, how much emphasis you place on grammar, spelling, and printing. These are not criteria for winning the Letters to the Beloved ﷺ Competition.

5. Extension: print a little card with the address of the website and send it home with your students, for them to share with family. Ask students to ask family members, including siblings, parents and grandparents, to also write a letter to the Beloved ﷺ. Ask school staff to do the same. These letters can also contribute to Activity 9.

Activity 9 – Hosting a Letters to the Beloved ﷺ Showcase

Overview

Your class has worked hard to meet this challenge. Alhamdulillah, we hope that each of your students and perhaps even yourself now have a love letter or poem written to the Prophet Muhammad ﷺ. This calls for a celebration, a reward!

مَنْ جَاءَ بِالْحَسَنَةِ فَلَهُ عَشْرُ أَمْثَالِهَا

“Whoever comes forth with a good deed shall have ten times the like thereof” (Qur’an 6:160)

Get the entire school community together to organize and host a reading celebration. Invite parents, staff, neighbours and even community members to this blessed gathering.

Objectives

With the help of teachers and parents students will organize and host their very own reading event where they will present their love letters/poems.

Students will feel pride, joy and a celebration of love on this final day of the unit.

Resources and Preparation

Have students practice reading their letters aloud.

Teach students the words and meaning of the song *Tala al Badru Alayna* and practice singing it with joy, energy and love just as the Ansar did.

Invite family members and other staff to recite their letters to the Beloved ﷺ as well.

♥ *For the celebration:*

Decorate the space with lights, lanterns, garlands, balloons, and decor made by your children.

Have the children wear their best clothes

Have children read their letters

Invite the young and old.

Have a potluck of snacks and sweets.

Hand out the certificates sent to you for your students by the [Letters to the Beloved ﷺ](http://letterstothebeloved.com) team.

Sing *Tala al Badru alayna*

Let it be a joyful occasion!

For more information & inspiration as well as videos of readings from last year’s competition, please visit our website:

<http://letterstothebeloved.com>

اَللّٰهُمَّ صَلِّ عَلٰى مُحَمَّدٍ وَعَلٰى اٰلِ مُحَمَّدٍ وَسَلِّمْ

الفاتحة

