

## Curriculum Overview



### BANDS A TO B CURRICULUM OVERVIEW

#### Introduction

There are 8 modules for each band and between 6 and 8 lessons per module.

**Each band** will take **2** academic years to complete. Please see the detailed breakdown in Appendix 1.

| Module Number | Module title                              | Year 1 of Band | Year 2 of Band | Total no of lessons |
|---------------|---|----------------|----------------|---------------------|
| 1             | Allah and His Creation                    | 4              | 4              | 8                   |
| 2             | Divine Guidance                           | 4              | 4              | 8                   |
| 3             | Rasulullah (s)- Communicating the Message | 4              | 4              | 8                   |
| 4             | The A'imma (a)- Safeguarding the Message  | 4              | 4              | 8                   |
| 5             | Upholding the Message during Ghaybah      | 3              | 3              | 6                   |
| 6             | Road-map to Self-purification             | 4              | 4              | 8                   |
| 7             | Societal Wellbeing                        | 4              | 4              | 8                   |
| 8             | The Hereafter (Ma'ad)                     | 2              | 2              | 4                   |

## LESSON FRAMEWORK

For every *madrasah* teaching week, one lesson is taught over two periods. The following components make up the lesson:

### Teaching Guides (TG)

Designed to cover 3 learning objectives (from lower to higher order learning) in a 45-minute lesson. Each learning objective has a corresponding activity which acts as a guide of how it can be met. The connection between the activity and the learning objective must be understood by the teacher and explained correctly. This is a GUIDE, and the teachers are free to alter the activities as they see fit, as long as the learning objectives are met.

*MCE provide:*

PDF teaching guides (soft copies – MCE website)

All templates/ downloads of resources mentioned in the teaching guides (on MCE website)

### Storybooks

Each lesson has a corresponding storybook. The content of the storybook links up to the learning objectives of the lesson. The storybook component should be covered in the lesson following the one in which the teaching guide was taught. It should take 40 – 45 minutes. Exciting/ unusual and innovative ideas should be used to cover this portion of the lesson. (Please see appendix 2 for further information). The storybook is leant to the child to take home until the next *madrasah* lesson. The storybook has seven components, which are:

- **Story Time** - Each story is based on an ayah of the Qur'an
- **Wow Wonderful Whys** - General knowledge associated with the story
- **Happy Hadith** - Hadith from *ma'sumin* (a) related to the lesson
- **Du'a! Du'a!** - *Du'a* related to the lesson
- **Adorable Ahlul Bayt/ Perfect Personalities** - A comic strip with a lesson from their lives
- **Time for Rhyme** - A rhyme related to the lesson
- **Power Parenting** - Ideas for parents to support the application of the values learnt from the lesson

*MCE provide:*

Storybooks for each lesson (where available)

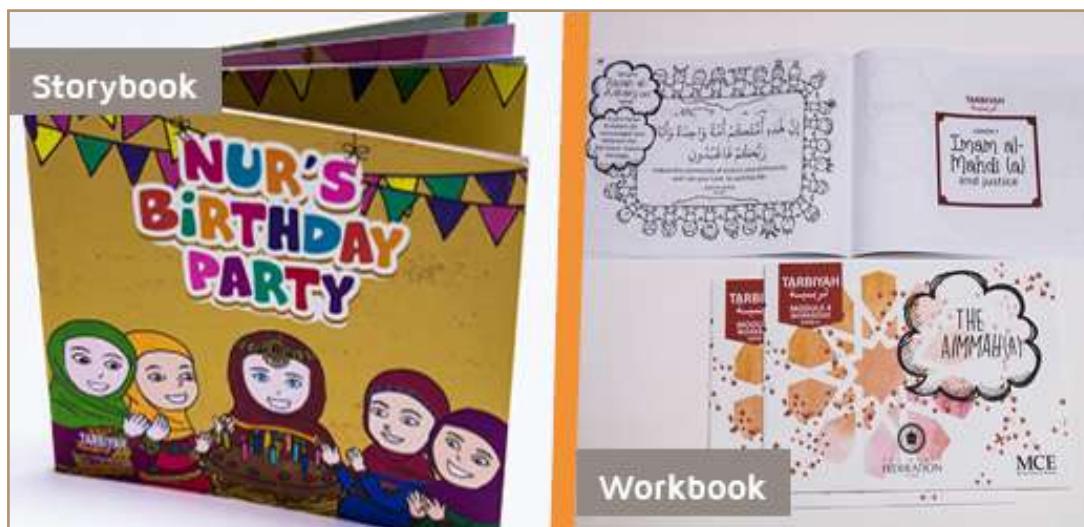
Audio rhymes for each lesson (on MCE website)

### Workbooks

Each module has a corresponding workbook, with worksheet activities to support the learning objectives. This can be used as an extension activity in class or sent home for the children to work on. It should not be relied on too heavily in class as the worksheets do not engage all learner types. The activities from the teaching guides are more suitable.

*MCE provide:*

Workbooks for each module



## DETAILS

### TEACHING GUIDES (TG):

- A teaching guide is a guide as to how to conduct the lesson. Teachers can amend parts to make it more suitable for their class
- Each learning objective has a corresponding activity
- The list of resources is included at the top of the teaching guide. Most are available to download and print (according to the quantity required). Some may need to be arranged by the teacher/ madrasah
- The teaching guide has an ayah with its meaning at the top. This should be written up on the board at the start of the lesson to remind the teacher to recite it often and connect it to the lesson content
- It also includes Arabic vocabulary that is mentioned in the ayah/ lesson
- The teaching guide includes gentle tips that cover the attitude/ style that the teacher should adopt in certain scenarios
- An example of the front page of a teaching guide is provided below:

### STORY BOOKS:

- The story books are work in progress, and just under half of them are now complete (May 2019)
- For lessons where the story books are available, they can be covered using various different techniques (See appendix 2: story telling ideas)
- It is important to cover all six out of seven components as they enable the child to have an integrated/ well rounded understanding of the content. The final (seventh) component (Power Parenting) can be completed with the parents at home
- For lessons where the story book is not available yet, the teacher has a few options about what to do in the story time lesson:
- Use a suggested alternative title - This could be any book that corresponds to the value being taught in the lesson. Please see appendix 3 for a list of suggested alternative titles
- Band B teachers can use band A storybooks, which the children will not come across again as they move forward
- Other ideas (details on next page of this document)
- An example of the contents page of a storybook is provided below:

**TARBIYAH** تربية

**MODULE 6A LESSON 01**  
**ROADMAP TO SELF PURIFICATION**

**Salawat**

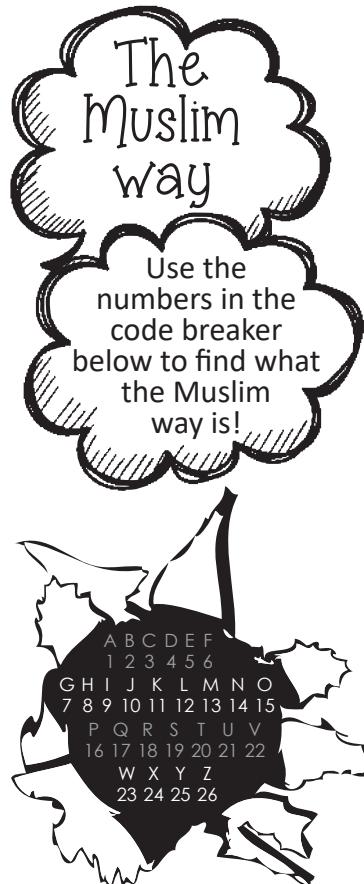
|   |   |
|---|---|
| <b>Learning objectives</b>  | <b>Ayah</b><br>إِنَّ اللَّهَ وَمَلَائِكَتَهُ يُصَلُّونَ عَلَى النَّبِيِّ يَا أَيُّهَا الَّذِينَ آتَنَا صَلَوةً عَنْهُ وَسَلَّمُوا تَسْلِيمًا  |
| 1. To recite the Salawat<br>2. To express what the Salawat means<br>3. To tell why the Salawat is so special  | Surely Allah and His angels bless the Prophet; O you who believe! Call for Allah's blessings on him (recite Salawat on him) and say salaam to him in a proper way. (Surat al-Ahzab, 33:56).   |
| <b>Start every class with:</b><br>A'udhu billahi minash shaytanir rajim<br>Bismillahir rahmanir rahim<br>Allahumma salli ala muhammadin wa ali muhammad | <b>Arabic vocabulary to include in the lesson:</b><br>• Salawat - صَلَوةً - blessings<br>• Aal Muhammad - أَلْ مُحَمَّد - family of Muhammad Rasulullah (s)   |
| <b>LO 1</b>   | <b>RESOURCES REQUIRED:</b><br>• Phone/tablet/laptop and speakers with 6A01 rhyme audio<br>• Cut out jigsaw pieces of each of the 14 Ma'sumin (a)<br>• Sand tray or cut up newspaper<br>• A5 coloured piece of paper (one for each student) Crayons, colour pencils, markers, etc.<br>• A large rope or a few smaller skipping ropes<br>• A large plastic bowl<br>• An umbrella or a bottle of dry glitter   |
| <b>ACTIVITY</b><br>5 minutes  | Play the rhyme on Salawat and encourage the children to recite the chorus together. Explain to the children that Rasulullah (s) was such a special person that Allah tells us in the Qur'an that He Himself sends blessings on him along with the angels.   |
| <b>LO 2</b>   | Explain that reciting the Salawat is just like reciting a 'du'a'. We are basically asking Allah to give whatever He feels is the best to Rasulullah (s) and his family. At the end of the Salawat, we say 'aale Muhammad'. This means the family of Muhammad Rasulullah (s). This includes: Sayyidah Fatimah (a) The 12 A'imma (a) Another word we have already learnt for this is Ahlul Bayt (a). All these mean the same thing.<br><b>Activity 1: Let's find Muhammad wa aale Muhammad!</b><br>Have cut out jigsaw pieces of each of the 14 Ma'sumin (a) which link together in order starting from Rasulullah (s), Sayyidah Fatimah (a) then the Imams in order. The number of Imam should be bold and large (the name of the corresponding Imam should also be written underneath the number). Depending on the number of children in the group, divide the activity amongst them so that each child has something to do.<br>Hide the jigsaw pieces in some sand in a tray (if not available then cut up newspaper is also fine). The first child must find the Rasulullah (s) piece and then come to another table where the jigsaw will be pieced together and place the piece there. The second child must hunt for Sayyidah Fatimah (a) and come and attach the piece correctly etc. The finished result should be a long completed jigsaw with all of the Ma'sumin (a), i.e. Muhammad wa aale Muhammad. Recite a loud Salawat on attaching each piece, explaining that we should recite Salawat whenever we hear any of these names. When the last piece is attached of Imam Mahdi (atf), encourage the children to stand, put their right hand on their head and bow slightly, whilst reciting Salawat. Explain that because our Imam is still alive, we show him this kind of respect by bowing our head down and standing up. If there are more than 14 children in the class, they can be split in 2 groups and the same activity done with the help of the TA/ parent volunteer. Now we understand the meaning Muhammad wa aale Muhammad, we want to understand what 'blessings' are which is what we are asking Allah for. |



## DETAILS

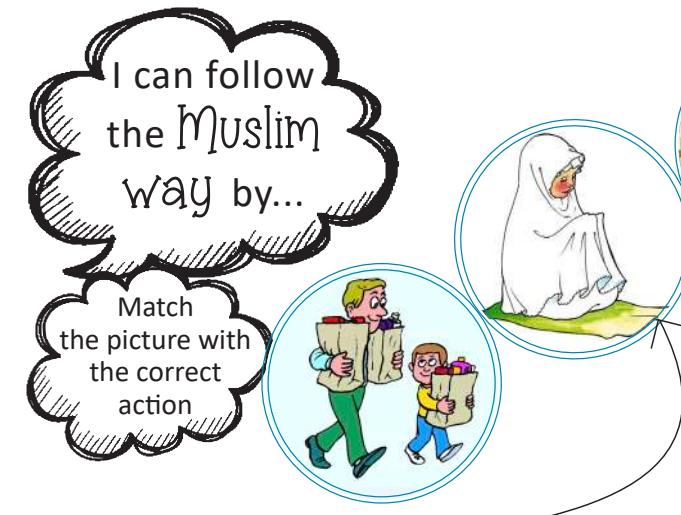
### WORK BOOKS:

- Within each work book, there are specific worksheets for each lesson
- They include activities such as filling in the blanks, colouring, word searches and matching activities



### THE MUSLIM WAY IS

— 2 — 5 — 12 — 9 — 5 — 6 — 1 — 14 — 4 —  
— 7 — 15 — 15 — 4 — 4 — 5 — 5 — 19 —



I put my shoes neatly on the shelf when I go to the *masjid* or somebody's house

I pray salah

I greet others with *Salamun alaykum*

I say *Bismillah* before I start something

I help others

## OTHER IDEAS

For teachers that have extra time in a story time lesson, consider it a blessing! It can be used effectively to make a huge, positive impact on the children.

Please see some starter ideas below. These can be used or amended according to each *madrasah*'s individual needs:

- Teachers that teach a similar age group within the *madrasah* should arrange to meet prior to starting a module and brainstorm. This will ensure a lot of *barakah* in ideas. Everybody can share their unique, wonderful ideas and the burden of planning
- For example, if no story books/ alternative titles are available for a particular module, the teachers can decide to do extension activities based around a central theme:
  - » As an example, for module 5 (Upholding the Message during *ghaybah*): The 7 Habits of Husayni Kids (can be tweaked to 7 Habits of Mahdavi kids) may be used. The lessons are based on The 7 Habits of happy kids by Sean Covey.

All the lessons and activity details can be found on <https://meandmawla.com/7-habits-of-husayni-kids/>



- [www.meandmawla.com](http://www.meandmawla.com) and <http://www.islamfromthestart.com> are examples of websites that can be used by the teachers team to develop tailor made themes and activities for their own *madrasah*



- Concentrate on the different elements from previous storybooks that you may not have been able to do justice to. For example- The Adorable Ahlul Bayt/ Perfect Personalities. Derive the values from these stories and instil those in the children. Scenarios and activities can be based around the theme of these values, for example role plays
- A book that has been previously used can be used again, but the story can be told in a completely different way (See appendix 2)
- At the teachers meeting, they can brainstorm using the elements from a previous book as the base. They can think of fun/ interactive/ kinaesthetic ways for the children to learn the values/ messages from the book. For example, they could do an act/ skit, use a story board, use popsicle sticks, draw on the board etc. Other outdoor ideas can also be used. For example, for lesson 1A01, 'Allah is the Creator of the Universe', the children can go out and do some gardening or embark on a nature walk
- Focus on an ayah/ Du'a! Du'a! or Happy Hadith from a book and do it in a creative/ fun way. The children will memorise it easily and remember it in their daily lives
- If the Power Parenting section can be done in the *madrasah*, that can be used as an extra activity too
- The teachers can organise events such as a mini field trip, sports day, or play day based around the theme of the module, e.g. Rasulullah (s)

**APPENDIX 1**  
**PROPOSED TIMETABLE FOR TARBIYAH CURRICULUM**

| <b>Band A</b>                |  |                                   |
|------------------------------|--|-----------------------------------|
| <b>NURSERY CLASS (AGE 4)</b> |  |                                   |
| <b>Week no.</b>              | <b>LESSON TITLE</b>  | <b>STORY BOOK</b>                 |
| 1                            | 1A01 - Allah is the Creator of everything                                | Asiyah's Dream                    |
| 2                            | 1A02 - Allah has the most beautiful names                                | Asiyah's shiny blue ball          |
| 3                            | 1A03 - Allah is everywhere, knows everything and He is the Most Powerful | Asiyah & Grandpa's cozy saturdays |
| 4                            | 1A04 - I begin in Allah's name   | Sadiq's new dictionary            |
| 5                            | 2A01 - <i>Adalah</i> and <i>Hikmah</i>                                   | Pir can fly!                      |
| 6                            | 2A02 - <i>Nubuwwah</i> and the mercy of Allah                            | Manarah the Lighthouse            |
| 7                            | 2A03 - Nabi Nuh  | The thankful one                  |
| 8                            | 2A04 - Nabi Ibrahim and the <i>Ka'bah</i>                                | The builder of the <i>Ka'bah</i>  |
| 9                            | 3A01 - Birth of Rasulullah (s) in <i>Aam al-feel</i>                     | Badur the Curious Bat             |
| 10                           | 3A02 - <i>Uswatun Hasanah</i> - A beautiful example                      | Dino's Adventure                  |
| 11                           | 3A03 - I can be truthful and trusted like Rasulullah (s)                 | Dino's Playdate                   |
| 12                           | 3A04 - I can be Kind like Rasulullah (s)                                 | Get Well Soon!                    |
| 13                           | 4A01 - The <i>A'imma</i> : An introduction                               | TBA                               |
| 14                           | 4A02 - Imam Ali (a) and certainty  | TBA                               |
| 15                           | 4A03 - Imam Hasan (a) and forbearance                                    | TBA                               |
| 16                           | 4A04 - Imam Husayn (a) and bravery                                       | TBA                               |
| 17                           | 5A01 - Imam al-Mahdi (a) is my guide                                     | TBA                               |
| 18                           | 5A02 - Imam al-Mahdi (a) is chosen by Allah                              | TBA                               |
| 19                           | 6A01 - <i>Salawat</i>  | Come on out!                      |
| 20                           | 6A02 - Manners of eating and drinking                                    | Bite Size                         |
| 21                           | 6A03 - Toilet manners  | Toilet Matters                    |
| 22                           | 6A04 - Manners of sleeping   | Monkey Bedtime                    |
| 23                           | 7A01 - I remember Allah  | My glass of milk                  |
| 24                           | 7A02 - We love our parents   | The owl family                    |
| 25                           | 7A03 - My siblings and me  | Sweet as honey                    |
| 26                           | 7A04 - Animals in the Qur'an   | A Jumper called Sami              |
| 27                           | 8A01 - That special place for me   | Where I belong                    |
| 28                           | 8A02 - <i>Usul ad-din</i>  | Arnab's first outing              |

## APPENDIX 1

### PROPOSED TIMETABLE FOR TARBIYAH CURRICULUM

| Band A          |  |                               |
|-----------------|--|-------------------------------|
| CLASS 1 (AGE 5) |  |                               |
| Week no.        | LESSON TITLE   | STORY BOOK                    |
| 1               | 1A05 - I am a Muslim, Islam is my <i>deen</i> - <i>kalimah</i> | I believe                     |
| 2               | 1A06 - I pray to Allah with five daily <i>salahs</i>           | Football with friends         |
| 3               | 1A07 - <i>Adhan</i> and <i>Iqamah</i>                          | Who's calling?                |
| 4               | 1A08 - This is how I pray                                      | A night to remember           |
| 5               | 2A05 - Nabi Musa's birth and childhood                         | Allah's promise               |
| 6               | 2A06 - Nabi Isa and Lady Maryam                                | Mummy & me                    |
| 7               | 2A07 - Nabi Yunus  | Saving the <i>mu'minin</i>    |
| 8               | 2A08 - My special places                                       | The <i>masjid</i> has come!   |
| 9               | 3A05 - Sayyidah Fatimah (a)                                    | Kawthar tries her best        |
| 10              | 3A06 - I remember Allah, I do <i>tasbeeh</i>                   | Sabir and Shakir              |
| 11              | 3A07 - Bilal al-Habashi  | Yarqah the caterpillar        |
| 12              | 3A08 - Jabir ibn Abdallah al-Ansari                            | In Jabir's footsteps          |
| 13              | 4A05 - The <i>Ahlul Kisa</i>                                   | TBA                           |
| 14              | 4A06 - Imam Zayn al-Abidin (a) and mindfulness                 | TBA                           |
| 15              | 4A07 - Imam Muhammad al-Baqir (a) and knowledge                | TBA                           |
| 16              | 4A08 - Imam Ja'far as-Sadiq (a) and hard work                  | TBA                           |
| 17              | 5A03 - My Imam and me  | TBA                           |
| 18              | 5A04 - I love my Imam  | TBA                           |
| 19              | 6A05 - The Muslim way  | Who sent the casserole?       |
| 20              | 6A06 - Caring for my heart                                     | Caring for me!                |
| 21              | 6A07 - <i>Sawm</i>   | Date Adventures               |
| 22              | 6A08 - <i>Israf</i>  | Carrot Mountain               |
| 23              | 7A05 - We love and respect our grandparents                    | Picnic in the park            |
| 24              | 7A06 - Mother  | Nur's birthday party          |
| 25              | 7A07 - Friends & Friendship                                    | The friendly forest           |
| 26              | 7A08 - I say <i>salamun alaykum</i>                            | Welcome to Salam Street       |
| 27              | 8A03 - Looking Forward   | Timsah and the tasty tomatoes |
| 28              | 8A04 - Abu Fadhl   | Abbas the Flagbearer          |

**APPENDIX 1**  
**PROPOSED TIMETABLE FOR TARBIYAH CURRICULUM**

| Band B          |  |                                    |
|-----------------|--|------------------------------------|
| CLASS 2 (AGE 6) |  |                                    |
| Week no.        | LESSON TITLE   | STORY BOOK                         |
| 1               | 1B01 - Allah is One - <i>Surat al-Ikhlas</i>                       | Rayyan visits the countryside      |
| 2               | 1B02 - Allah made angels, <i>jinns</i> and animals                 | Find the cookie!                   |
| 3               | 1B03 - Nabi Adam and Lady Hawwa                                    | All alone                          |
| 4               | 1B04 - Iblis the proud one   | Kiran visits the barn              |
| 5               | 2B01 - <i>Nubuwwah</i> and Miracles - Nabi Musa                    | It's a Miracle!                    |
| 6               | 2B02 - Nabi Ibrahim  | The cool fire                      |
| 7               | 2B03 - The Divine books  | Lost in the library                |
| 8               | 2B04 - Qur'an is my special book                                   | Meet the Rashids                   |
| 9               | 3B01 - Rasulullah (s) - The Messenger of Allah                     | Salman and Ammar visit the zoo     |
| 10              | 3B02 - The great arrival   | The Great Arrival                  |
| 11              | 3B03 - Abu Talib   | Bubbles the Kitten                 |
| 12              | 3B04 - Young years of Rasulullah (s)                               | Grandpa Cumulus sees a sign        |
| 13              | 4B01 - <i>Kawthar</i>  | TBA                                |
| 14              | 4B02 - Imam Musa al-Kadhim (a) and will power                      | TBA                                |
| 15              | 4B03 - Imam Ali ar-Ridha (a) and contentment                       | TBA                                |
| 16              | 4B04 - Imam Muhammad at-Taqi (a) and generosity                    | TBA                                |
| 17              | 5B01 - The birth of Imam al-Mahdi (a)                              | TBA                                |
| 18              | 5B02 - Friday: A very special day                                  | TBA                                |
| 19              | 5B03 - Laylat al-Qadr  | TBA                                |
| 20              | 6B01 - Islamic months  | A Dark Night                       |
| 21              | 6B02 - <i>Shari'ah</i> - Importance, <i>lutf</i> and mercy         | The Igloo                          |
| 22              | 6B03 - Hajj- A journey to Allah                                    | I am the Ka'bah                    |
| 23              | 6B04 - Grooming and hygiene- Cleanliness is faith                  | The case of the talking toiletries |
| 24              | 7B01 - Those who care for me                                       | Musa goes to Zanzibar              |
| 25              | 7B02 - I care for others   | Musa meets Hasan in Zanzibar       |
| 26              | 7B03 - Kindness to animals   | Lala Jan's Gadha                   |
| 27              | 7B04 - <i>Iqra</i> - The importance of learning                    | Kaa learns to learn                |
| 28              | 8B01 - <i>Yawm al-Hisab</i> and <i>tawbah</i>                      | Splodges and smashes               |
| 29              | 8B02 - <i>Jannah</i> - Families who do good together stay together | Together Forever                   |

**APPENDIX 1**  
**PROPOSED TIMETABLE FOR TARBIYAH CURRICULUM**

| Band B          |   |                             |
|-----------------|---|-----------------------------|
| CLASS 3 (AGE 7) |   |                             |
| Week no.        | LESSON TITLE  | STORY BOOK                  |
| 1               | 1B05 - Du'a - I ask Allah for help                  | A perfect day for the beach |
| 2               | 1B06 - I can do wudhu                               | Machli learns about wudhu   |
| 3               | 1B07 - Adhan and Iqamah                             | The Treasure Hunt           |
| 4               | 1B08 - Let's get ready for salah                    | A day at Prayton Park       |
| 5               | 2B05 - Ulul azm ambiya                              | Bear up Bridge              |
| 6               | 2B06 - Nabi Salih                                   | Allah's camel               |
| 7               | 2B07 - Ayat al kursi                                | Danyal's Discovery          |
| 8               | 2B08 - Ulama - contribution and respect             | Show and Tell               |
| 9               | 3B05 - Lady Khadijah                                | Kernel Grows                |
| 10              | 3B06 - Mab'ath - The rising                         | The Great Rescue            |
| 11              | 3B07 - Abu Lahab                                    | Making good choices         |
| 12              | 3B08 - Al-Miqdad                                    | The Internet races          |
| 13              | 4B05 - Imam Ali an-Naqi (a) and organisation        | TBA                         |
| 14              | 4B06 - Imam Hasan al-Askari (a) and love            | TBA                         |
| 15              | 4B07 - Imam al-Mahdi (a) and justice                | TBA                         |
| 16              | 4B08 - Ziyarah of Ma'sumin                          | TBA                         |
| 17              | 5B04 - Imam al-Mahdi's (a) mission                  | TBA                         |
| 18              | 5B05 - Praying for Imam al-Mahdi (a)                | TBA                         |
| 19              | 5B06 - What is khums?                               | TBA                         |
| 20              | 6B05 - Niyyah - Habil and Kabil                     | The Magnificent Cottage     |
| 21              | 6B06 - Taharah and najasah                          | Dad's Mysterious Behaviour  |
| 22              | 6B07 - Halal food                                   | Robot Troubles              |
| 23              | 6B08 - Salman al-Muhammadi                          | The Old Tree                |
| 24              | 7B05 - Iyadah - Visiting the sick                   | Baqir & Hisan               |
| 25              | 7B06 - Helping myself                               | The Panda who lost his name |
| 26              | 7B07 - Ithhaar - Others first                       | I give                      |
| 27              | 7B08 - Hospitality and gifts                        | The Dino who came to dinner |
| 28              | 8B03 - Transfer to akhirah and the people of Jannah | The other side of the fence |
| 29              | 8B04 - Isaal ath-thawab                             | TBA                         |

## **STORYTELLING TECHNIQUES:**

### **Storytelling ideas using 'Pir can fly' (2A01) as an example:**

1. Use stuffed animals/ puppets/ headgear (These can be home-made e.g. card paper headband with the character on top).
2. Act it out/ do a skit.
3. Use laminated cut-outs (see image below).



4. Apply simple face paint of the character/s.
5. Use everyday objects/ props to create a scene (e.g. blue coloured shells for water).
6. Make little birdies from badminton shuttlecocks (dip them in paint, draw eyes etc.).
7. Make a storyboard using cutouts (with different textures) Example- *Hadith al-kisa* story:  
<https://youtu.be/Bt9BwlJ-s7o>

(The teacher could give each child something related to hold e.g. a balloon. This ensures that the kinaesthetic children are engaged).

8. Make a storyboard using a whiteboard with drawings.
9. Use a storytelling apron - The teacher wears the apron which has items stuck on it using Velcro. They can be added on to the apron as the story progresses.
10. Make items out of play dough and use them to tell the story.

11. Group making/ delegating: Different groups within the class represent different elements of the story, and they play their part and interact when it is their turn.
12. Use audio clips for sound effects, such as birds, fish, etc. (The teaching assistant can help to play sounds if needed). The children can be involved too if the sound is simple for them to make themselves.
13. Make toilet roll puppets (as image below)



14. Make puppets out of wooden spoons. They can be drawn on using felt tips.
15. Use a story sack with items such as (painted stones and pebbles/ sound shaker/ feathers/ water) (see image below).



16. Use working stations to reinforce concepts and values from the story (STREAM, VAK<sup>1</sup>). If you do a stations concept after the story you can have one station where they re-tell the story. You can use simple everyday items like pom-poms, popsicle sticks, pipe cleaners to do art/ engineering exercises.
17. Do a picture walk: Start by looking at the pictures in the storybook only. Don't read the words from the story. This encourages them to use their imagination and makes them part of the story as you discover it together.
18. Use body movement and voice changes to tell the story.

<sup>1</sup> STREAM- Science, Technology, Reading, Engineering, Art, Maths/ Movement

VAK- Visual, Audio, Kinaesthetic

## APPENDIX 3

**Suggested alternate titles can be found by clicking on the links below:**

**Titles for Band A**

**<https://madrasahonline.org/wp-content/uploads/2025/01/Band-A-Alternative-book-titles-22.1.25.pdf>**

**Titles for Band B**

**<https://madrasahonline.org/wp-content/uploads/2025/01/Band-B-Alternative-book-titles-22.1.25.pdf>**

**Disclaimer:**

Please note that the list of alternative titles provided MUST be reviewed by the *madrasah* management and teachers for the content. Many of them are written by non-Shi'a and non - Muslim authors, and hence may need to be censored whilst reading to the children. We have endeavoured to list titles that match the theme/ value of the lesson, but it is up to the teacher to review the book and make the connection clear to the children. MCE does not take any responsibility for the content of the suggested alternative titles.