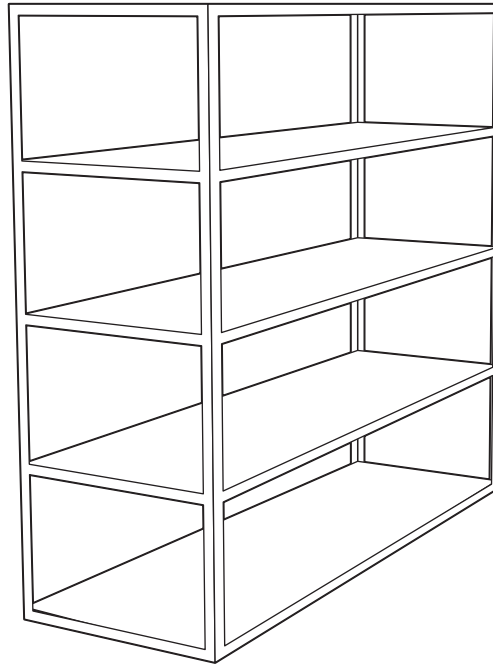


## A visit to a mosque

The best way to learn about a mosque is to visit one. Before you can visit a mosque, you should know the rules and something about what you will see and do.



**Q1.** What is the object in the picture used for?

.....

**Q2.** Who may pray in a mosque? .....

**Q3.** What would you expect to see in a prayer hall?

.....

**Q4.** Who should wear a scarf over their hair?

.....

**Q5.** Name three things you should do when you look around inside a mosque.

.....

.....

.....

## Answers

1. Storing shoes while people are in the mosque.
2. Muslims.
3. A minbar and a mihrab.
4. Girls who are over 12.
5. Look for any features you have learned about. Ask what the Arabic writing says. Notice the kind of decoration and art on the walls.

## Lesson objectives

- To review the things that may be seen on a visit to a mosque.
- To review the standard of dress and behaviour that is required for a visit to a mosque.

## Lesson outcomes

- The children can identify the different features in the mosque.
- The children know how they must dress and behave for their visit to a mosque.

## Teaching notes

*In addition to the content of pages 18 and 19 you may like to review other units. For example from Unit 5 you may like to remind the children that the mosque may have a library, classrooms and rooms in which to hold celebrations. There may also be a place where Muslims come to get advice from the imam. From Unit 7 you may like to remind the children to look out for information prayer times and the times of other activities. You may like to remind the children that the mosque may serve the community in a special way. For example if the community has a large number of immigrants who do not speak English as their first language they may put on English*

*classes. The children could table some questions about how the mosque serves the community.*

## Complementary work

The children could consider the clothes that they will wear for their visit and the girls could consider how they will cover their heads. The children could work in groups to consider how they will prepare a report of their visit and make a list of questions that they may like to ask at the mosque.

## Resources

Clipboards for questionnaire. This can also be used in the activity in this unit.