



# CONTENT GUIDE

**Teachers, Parents,  
and Educators**

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## Ninety-Nine

### Discussion

- What does "Al-Hasib" mean, and why is it comforting to know that Allah counts even our smallest good deeds?
- How does knowing Allah sees everything encourage you to keep doing good?

### Activity

Students draw and decorate their own "Hasib Tracker" card, then privately use it to keep track of kind deeds they do without telling anyone.

## The Prophet's Kindness

### Discussion

- What does this story teach us about making time for the people we love?
- How can we show love to family members even when we're busy or tired?

### Activity

Students draw and decorate their own "Hasib Tracker" card, then privately use it to keep track of kind deeds they do without telling anyone—good actions that only Allah knows about.

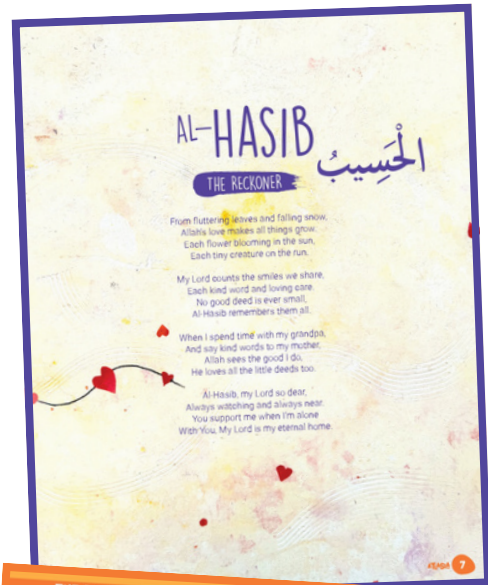
## Anti-Boredom Corner

### Discussion

- Why is it valuable to slow down and notice the small details in nature that we might usually miss?
- How can gardening teach us patience?

### Activity

Students choose one activity (Worm Watch, Mini Garden, Bug Scavenger Hunt, Mud Kitchen, Petal Potions, or Garden Journal) and plan what they need, who joins them, and what they hope to discover.



## The Story of the Palm Tree

### Pre-Reading

- What do you know about the desert and the plants that grow there?
- Have you ever felt hurt by someone for no reason? How did you respond?
- When we cannot change a difficult situation, what can help us find strength, hope, and a way forward?

### Discussion

- Why do you think the man took his anger out on the palm tree?
- How did the heavy stone eventually help the palm tree, even though it caused her pain?
- What does this story teach us about turning hardship into strength?

### Activity

Roots of Strength:

Students draw a tree with strong, spreading roots. On each root, they write one hardship or challenge they have faced. In the branches at the top, they write a strength they discovered or a lesson they learned from those experiences.

## CompleTest

### Discussion

- Did your result match how you see yourself?
- What's one "pyramid power" trait (patience, teamwork, curiosity) you'd like to grow stronger in?
- If your class had to build a pyramid together, which different strengths would the team need?

### Activity

Students discuss how ancient builders needed patience, teamwork, and creativity. Then, name one way they can practice one of those traits this week.



## Online with Sami

### Pre-Reading

- Have you ever had an embarrassing moment happen in front of others? How did it feel?
- What responsibilities do people in your family share at home?
- Have you ever made an assumption about someone and later realized you were wrong? What changed your mind?

### Discussion

- Why did some classmates laugh at Sami for saying his dad made pizza?
- What did Sami's dad mean by "It's not about who usually does what. It's about doing what needs to be done"?
- Why shouldn't we judge how other families share responsibilities?

### Activity

"Responsibility Swap"—Students take on one household task usually done by someone else in their family for a day, then write or draw what they learned.

## Amaze Moo

### Discussion

- What lesson did Pointy Nose learn from Nasreddin Hodja about pride?
- Why do you think Hodja said "arrogance shrinks a person"?
- Can you think of a time being humble helped you or someone else?

### Activity

Students complete the sentence: "One way I can stay humble is \_\_\_\_." They then explain why their chosen action shows humility and describe a specific situation at home, at school, or with friends where they can practice it this week.



## Zoom: Pyramids

### Pre-Reading

- What do you already know about the pyramids of Egypt?
- Why do you think people are still fascinated by them today?

### Discussion

- What surprised you most about how the pyramids were built?
- Muslims believe life, death, and the Hereafter belong only to Allah – how does this compare to ancient Egyptian beliefs about the afterlife?

### Activity

Students design a personal “time capsule” and choose three objects they would place inside to represent their daily lives, interests, and values. For each object, they explain why they chose it and what they hope future generations would learn from it.

## The Brave Firsts – Khadija bint Khuwaylid (ra)

### Discussion

- What qualities made Khadija (ra) successful and respected even before Islam?
- What does Khadija's (ra) story teach us about the role and strength of women in Islam?
- Why is generosity considered such an important quality in Islam?

### Activity

Students choose one of Khadija's (ra) qualities—courage, generosity, or loyalty—that they would like to strengthen in themselves. They explain why this quality is meaningful to them, then write a practical step they can take to develop it.



## Tech High5

### Discussion

- Which tool impressed you most?
- How does technology let us learn about history without damaging ancient sites?
- What other mysteries could these tools help solve someday?

### Activity

Students design their own invention for exploring a hidden or hard-to-reach place (underground, underwater, or space) and explain what it does.

## Surah Spotlight

### Discussion

- What does "competition in more" mean? Have you felt that way about something?
- Why does the surah say good deeds matter more than possessions?
- How can gratitude help us feel content with what we already have?

### Activity

Students draw two arms: one overflowing with "stuff," one holding a heart labeled "gratitude and good deeds." Discuss which feels lighter to carry.

## I Was There...

### Discussion

- What amazed Skyler most about Indonesia's islands and volcanoes?
- What similarities or differences do you notice between Indonesia and your country?

### Activity

Students create a mini passport page for Indonesia: one landmark, one food, one interesting fact, and one thing they'd like to see.





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