

The awesome seed



Lesson Plan

Lesson title	The awesome seed 3
Learning objective	Pupils learn about the value of being truthful (a religious and humanist value) through a story that uses seeds as metaphors and understand the value and use of plants in Islam.
Pupils will:	Learn about the importance of being truthful through a story that speaks about seed germination. Think about the factors that influence seeds germination. Explore which plants are important in Islam.
Key words	Seeds, germination, truth

Plan	Resources
<p>Introduction</p> <p>Explain that pupils are going to learn how important it is to tell the truth through exploring a story that speaks about seeds. If pupils have participated in the 'Awesome seed' classroom lesson at school then remind them that religious stories often use plants to convey messages, for example the Christian story 'The parable of the mustard seed' talks about how big plants can grow from very small seeds and in a similar way big things can happen from small actions. Tell the pupils that they will also explore what helps and what prevents seeds from sprouting into a plant and they will learn about plants that are important in Islam.</p>	
<p>Activity 1</p> <p>Read <i>Part 1</i> of the story 'The Emperor and the Seed' to the pupils (see Resource 1). <i>Note:</i> Avoid telling the pupils the title of the story as you will ask them to name the story at the end of this activity.</p> <p>During the story show pupils some seeds or use the image of seeds from Resource 2.</p> <p>Stop the story at the end of <i>Part 1</i> and ask pupils: 'Why do you think Ling's plant didn't grow? What do you think might have happened?'</p> <p>To illustrate this, either show an actual pot with a flower and a pot full of soil but with no plant growing or use Resource 2 images.</p>	<p>Resource 1: 'The Emperor and the Seed' story</p> <p>the story is also available at: http://www.islamcan.com/islamic-stories/the-emperor-and-the-seed.shtml</p> <p>Resource 2: Images of seeds and pots with and without plants growing</p>



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Pupils will come up with a number of different reasons for why the plant didn't grow. The aim is to encourage them to articulate as many as possible. For each response say something like 'that's an interesting reason, can you explain why that would cause the plant not to grow?' Then say 'that's a very good answer, but it's not the reason why Ling's seed did not grow into a plant'. Continue with this question until pupils have exhausted all possible answers.

If a pupil comes up with the answer just keep the answer separately, saying 'this is an interesting idea let's keep it for later'

Pupils answers may include:

- Ling's seed was eaten by a mouse
- The seeds were planted in different soil types
- Ling put too much water in his pot
- Some seeds need cold weather before they start to germinate and Ling kept his seed in warm conditions all the time.
- Some seeds need warm weather to germinate and Ling didn't keep his pot in warm conditions.
- Ling's seed was attacked by a fungus
- Ling's seed may still germinate, it's just slower than the others
- Ling's seed was infertile
- The seed was destroyed e.g. was boiled

After the pupils express all their ideas explain to them that all of their answers could potentially be the reason why Ling's seed didn't sprout but it's better to hear the rest of the story to learn the actual reason.

Read to the pupils *Part II* of the story (**Resource 1**). At the end of *Part II* pause and ask the pupils: 'Why do you think the Emperor chose Ling as the new emperor?'

Collect any answers from the pupils again and then continue to read *Part III*, the last part of the story (Resource 1), to reveal what happened.

Resources



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Ask pupils:

- What name would you give this story?
- How did Ling feel when he behaved in an honest way?
- What rewards did Ling get for behaving truthfully?
- How did you feel when you heard the story?
- Did it remind you of anything in your own life?

Form a circle and ask each pupil to share a personal experience if they want.

They may begin their stories with either of the following statements:

- A time when I was really glad I told the truth was when.....
- A time when it was difficult to tell the truth was when....

Point out that telling the truth is a value that many religions consider as very important. In Islam, the Prophet taught, "Truthfulness leads to righteousness, and righteousness leads to Paradise. And a man keeps on telling the truth until he becomes a truthful person. Falsehood leads to Al-Fajur (i.e. wickedness, evil-doing), and Al-Fajur (wickedness) leads to the Fire (Hell), and a man may keep on telling lies till he is written before Allah, a liar." Hadith, Sahih al-Bukhari, Vol. 8:116

Activity 2

Say to the pupils that 'Now, the Emperor will give one seed to Ling to grow as the new Emperor of his Muslim county. Which seed do you think the Emperor will choose?'

In the Resources (**Resource 3**) you will find information cards of six plants that are important to Islam. Put the information cards next to the relevant plants in your garden and provide pupils with a map so that they will find the plants. If you don't have all the plants planted in your garden you can use potted plants with the information cards next to them. Pupils will observe, feel and explore the plants that are linked to Islam and take some notes/create some drawings. Tell the pupils that they will use their observation notes in combination with the cards to make their decision about the plant that they think the Emperor would choose. Ask the pupils to present the plant and their justification on a card or poster and then to share this with the rest of the class.

Resource 3: Information cards about plants that are valued in Islam

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Plenary

Label four trees that are in close distance in the gardens as A, B, C, D. Tell the pupils that you will read aloud questions with four possible answers related to trees A, B, C, or D.

They will have to pick which answer is correct and move to the tree that has the relevant label. If they get the answer wrong, they are out. If they get the answer right, they can play on. The winner(s) is/are the last pupil(s) in the game. Use the questions from **Resource 4**.

Resources

Resource 4: Multiple choice questions for plenary