



Green
UMMAH



ISLAM & THE ENVIRONMENT

The Greening Our
Communities Toolkit
Teacher's Guide



TABLE OF CONTENTS

Green Ummah	1
Islam and the Environment	1
What are my duties as a Muslim to the environment?	2
Welcome to package 1	3
Workshop: Activity	4
Photovoice.....	4
Six Islamic Principles for Green Living	11
Environmentally-Friendly Teachings in the Quran and Prophetic Tradition	13
Letter and Journal	15
References.....	17



Green Ummah

presents

The Greening Our Communities Toolkit Teacher's Guide

PACKAGE ONE

Islam & The Environment

AUDIENCE:

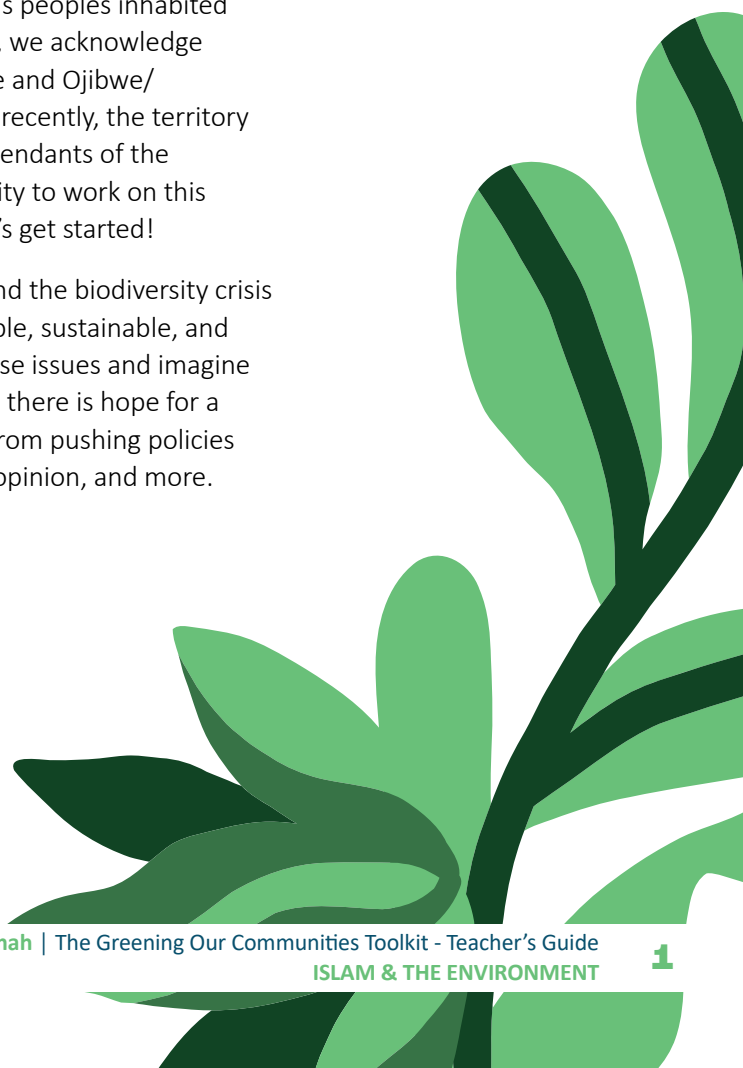
**Geography, Science, and Islamic Studies teachers
for Grades 9-12**

This lesson has been brought to you by Green Ummah, a Canadian non-profit building towards a green future in Muslim communities. Wherever you are joining us from, we encourage you to take a moment to acknowledge the land on which you live, learn, and work. We would like to begin by acknowledging the land on which we gather, and which the Region of Peel operates, is part of the Treaty Lands and Territory of the Mississaugas of the Credit. For thousands of years, Indigenous peoples inhabited and cared for this land, and continue to do so today. In particular, we acknowledge the territory of the Anishinabek, Huron-Wendat, Haudenosaunee and Ojibwe/Chippewa peoples; the land that is home to the Metis; and most recently, the territory of the Mississaugas of the Credit First Nation who are direct descendants of the Mississaugas of the Credit. We are grateful to have the opportunity to work on this land, and by doing so, give our respect to its first inhabitants. Let's get started!

In reality, our world is infinitely complex. While climate change and the biodiversity crisis are both realities, so are the many efforts to build a more equitable, sustainable, and balanced world. While it is vital to understand the urgency of these issues and imagine the consequences if we do nothing, we also want you to see that there is hope for a better world. And there are so many ways that you can engage, from pushing policies and laws forward, inventing technical solutions, changing public opinion, and more.



Green
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What are my Duties as a Muslim to the Environment?



Time Required: 6–6.5 hours

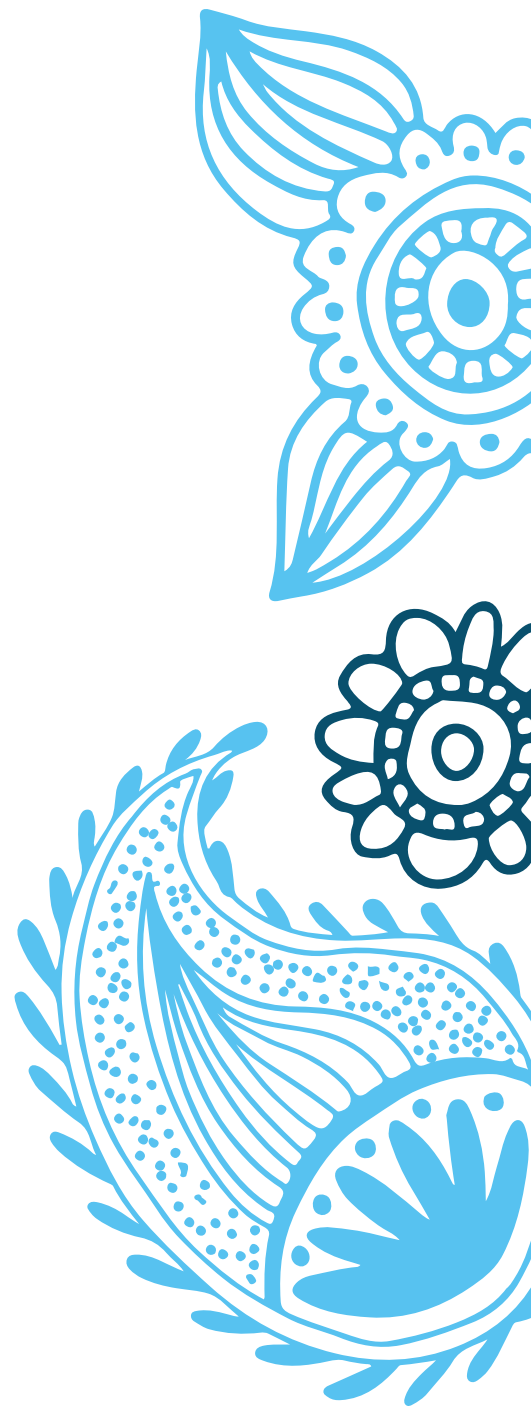
Learning Goals:

By the end of this lesson, you will:

- Gain an understanding of basic Islamic environmental ethics and knowledge within Islamic traditions as found in the Quran and Sunnah relating to sustainable living
- Develop a thorough understanding of the 6 Islamic principles for sustainable living
- Acquire the ability to explain the importance of being environmentally friendly to friends, family & community
- Reflect on changes to adopt an environmentally friendly lifestyle.

Success Criteria:

- I am able to explain Islamic environmental ethics and give examples from Islamic history concerning sustainable living
- I am able to identify and understand the 6 Islamic principles for sustainable living
- I am able to write a letter to a school principal, a local Masjid, a Muslim business (restaurant) or a community-based Muslim organization highlighting what Islam teaches about the environment and provide suggestions for more sustainable choices.



Ontario Curriculum Connections:

Islamic Studies, Grade 9

The Concept of One-ness of Allah, His attributes and our relationship to Him (Tawheed).

1. Understand that God is best comprehended through His attributes and manifestations.
2. Explain the rights of God and the rights of humans, as well as our responsibilities to the preservation of other life forms and the environment.

Muslim Responsibility and Contribution to the Broader Community.

1. Understand that, as Muslims, we are to be contributing members of the community.
2. Understand that “community service” is Islam “in practice”.

The Messages of the Quran and the Hadith

1. Develop an understanding that the Quran and the Hadith offer direct guidance for righteous living.
2. Promote the dignity, rights, and responsibilities of individuals guided by the teachings in the Quran and the Hadith.

Geography, Grade 9

A1.5 Use the concepts of geographic thinking (i.e., spatial significance, patterns and trends, interrelationships, geographic perspective) when analyzing and evaluating data and information, formulating conclusions, and making judgments about geographic issues relating to Canada.

A1.6 Evaluate and synthesize their findings to formulate conclusions and/or make judgments or predictions about the issues they are investigating.

Welcome to Package One-Islam & the Environment. In this lesson, you will learn about Islam’s teachings on conserving the environment and living sustainably.

Key definitions:

Hadith: Records, teachings or sayings of the Prophet Muhammad (SAW), narrated by his companions, now serve as a major source of Islamic law and religious guidance.

Stewardship: The careful responsibility and management of something entrusted to one’s care. In Islam, we are all the planet’s stewards or guardians (*Khalifas*). As a *Khalifa*, everyone should take all necessary steps to ensure that the entrusted property is passed on to the next generation in as pure a form as possible. According to Islam, each person is the custodian of nature, and must live in harmony with other creatures. It is the duty of all Muslims to respect, nurture and care for the environment.

Materials Required:

- [*Ayat of Allah Personal Journal*](#)
- Chart paper
- Coloured markers
- Internet-enabled device

Additional Resources:

- [Green Deen by Ibrahim Abdul Matin](#)
- [Green Deen Interview with Ibrahim Abdul Matin](#)
- [Quran Inspires Environmental Stewardship \(Sr. Emalee Aman\)](#)
- [Hadith #38 - The Rights of the Environment Upon You \(Sh. Omar Suleiman\)](#)
- [Islam is Green, Save the Environment \(Mufti Menk\)](#)
- [Biodiversity 101](#)

Activity:

Photovoice Project



(30 minutes)

Ask students to download the [Ayat of Allah Personal Journal](#) by downloading a copy of the worksheet to their computers. Have students write their names on their personal journals and encourage them to personalize them by editing as they see fit. Then ask students to take a short ten-minute walk in the vicinity of the school. Note signs (ayat) of Allah in the beauty of nature; the interconnectedness of the natural world and humanity (ecosystems, food chains, and other forms of reliance and dependency); and the destruction of the balance of the natural world by humans. Allow students to take photos of signs of Allah in the beauty of nature to be added to their personal journal and write a short description to go with the photos in the journal.

Accompanying Multimedia:

- [Sh. Moutasem al-Hameedy Video 1: Why Nature Awakens Your Soul](#)
- [Sh. Moutasem al-Hameedy Video 2: The Sounds of Nature](#)



Written Introduction:

Lesson 1: What Does Islam Say About the Environment.

In this lesson, you will learn about environmental ethics in Islam by exploring six Islamic principles that relate to the environment and sustainable living in light of Prophetic traditions and Quranic references. We will explore the Islamic guidance about how to engage with the environment and what obligations we have to the planet. There is infinite wisdom in Islam, and we think that learning these six Islamic principles will help you reflect on the practical changes you can make to adopt an environmentally friendly lifestyle in the light of Quranic and Prophetic teachings. The activities in this package will not only strengthen our knowledge of Islam as a comprehensive religion that covers all aspects of life, but also connect us together to better apply, individually and collectively, the environmental principles of our religion and maintain a green ummah.



What Does it Mean to be Green?



ACTIVITY WORKSHEET

Student Name: _____

Date: _____

What I think I K now	What I W ant to know	What I L earned





What Does Islam Say About the Environment?



Ayat of Allah Personal Journal

Student Name: _____

Date: _____

Ayat: Seeing Signs of Allah

Take a short ten minute walk in the vicinity of the school. Note signs (ayat) of Allah in the beauty of nature; the interconnectedness of the natural world and humanity (ecosystems, food chains, and other forms of reliance and dependency); and, the destruction of the balance of the natural world by humans.

Take photos of signs of Allah in the beauty of nature. Then add to your photo gallery below and write a short description to go with each photo. After completing Lesson 2 activities, reflect on the questions given on page 10 Signs of Allah Personal Reflection Questions.

Photo Gallery



Photo 1	Caption



Photo 2	Caption

Photo 3	Caption

Photo 4	Caption



Photo 5	Caption

Photo 6	Caption

Photo 7	Caption



Photo 8	Caption

Photo 9	Caption

Photo 10	Caption

Ayat: Signs of Allah



Personal Reflection Questions

What signs of Allah can you see in nature?

How can your faith inspire you to lead a greener life?

How are you fulfilling your obligations as a khalifah of the planet in your daily life? How can you do better?

How can you take inspiration from nature to build sustainable systems, structures and products

Activity:

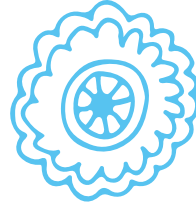
Six Islamic Principles for Green Living



(60 minutes)

Suggested Teacher Script: In this activity, we will learn about six Islamic principles that we can relate to the environment and green living based on the traditions and narrations of the Prophet Muhammad (SAW) and the Quran. Begin by explaining the following six Islamic principles and their relationship to the environment to students.

1. **Tawheed:** Tawheed is the understanding of the Oneness of God and all of His Creation. It means that everything in the universe comes from God, and to Him is the return. This principle allows us to understand how everything in the universe is interconnected—like one big giant ecosystem—because at the core of everything is our Creator, Who sustains everything.
2. **Ayat:** Ayat means signs in Arabic. This principle tells us to see signs of God (*Ayat*) everywhere in the world around us. These signs include the sun, the moon, the stars, this Earth and everything on this Earth—essentially, anything we see is a sign of God. These signs help us understand our Creator, and they are a reflection of Him. Exploring this world to seek His ayat helps us connect with our Creator, while also allowing us to learn more about ourselves as human beings—after all, we are created from Earth, and it is the natural world that sustains us by giving us all the necessities we need to live.
3. **Khalifah:** Khalifah means steward or viceregent. This principle is our belief that God sent man on Earth as His steward with the duty of protecting and caring for this Earth as should be done by a steward. This stewardship requires us to live on Earth in a manner that follows the commandments of our Creator, so that when we leave this planet, it is in a better state than when we inherited it. The idea of stewardship is not ownership of this world, but rather as humans, merely spending some time here before we have to return to our Creator. Remember the principle of Tawheed—everything, including us, comes from God, and to Him we return.
4. **Amanah:** Amanah means a covenant or trust between any two parties.



This principle tells us that we have to honour the covenant or trust we have with God (*Amanah*) to be protectors of the planet. This is the covenant or a binding promise that we took with God that we, humans, will be His Khalifah on Earth and protect it. Therefore, we have a trust on this Earth to be stewards of God, protecting and caring for this Earth, and that we will be answerable for this sacred covenant when we go back to our Creator.

5. **Adl:** Adl means justice in Arabic. This principle urges us to move towards justice (*Adl*) while living on Earth. This means treating everyone equally and justly in all our manners. Living green means being aware that certain communities may not have the political control or economic power to protect themselves from adverse consequences of environmental degradation of this Earth due to human action. This may also mean that certain communities may be disproportionately impacted by issues caused by human-led environmental degradation (such as impacts of climate change). To live justly requires us to fight for such communities, individually and collectively, acting towards justice for all in all matters.
6. **Mizan:** Mizan means balance in Arabic. This principle asks us to live in balance with nature (*Mizan*). This principle is the culmination of all five principles given above because we are all interconnected, with everything existing in this universe being sacred signs of God and us being appointed and given *Amanah* to protect this Earth as God's Khalifah with justice; it is only logical that these principles can only function if we choose to live in balance with nature.



Putting the Principles to Action

After going through the principles, split the class into six groups of 2 to 3 students each. Assign one principle to each group. Then, each group will brainstorm at least three actions for their class that embodies the principle assigned to them—as such, the actions should be an example of how the class can live by the principle. For instance, to embody the principle of *Amanah*, students can choose the action of becoming a plastic-free class in order to protect this planet. Feel free to use this suggestion!

Once all groups have come up with their suggested actions, grab a piece of chart paper and make two columns with the choice of marker. Write the principle in the first column in one colour and the accompanying example actions beside the principles in the second column in a different colour. After you have written all the principles and actions that the students suggested, tell students that this will become the class' declaration for embodying the six Islamic principles for living green! Feel free to give it a personalized name and add photos or creative elements to the chart to make it more appealing. Post this declaration on your class board as a reminder for all students. We encourage you to revisit this declaration in future to add more actions!



Activity:

Environmentally-Friendly Teachings in the Quran and Prophetic Tradition



(60 minutes)

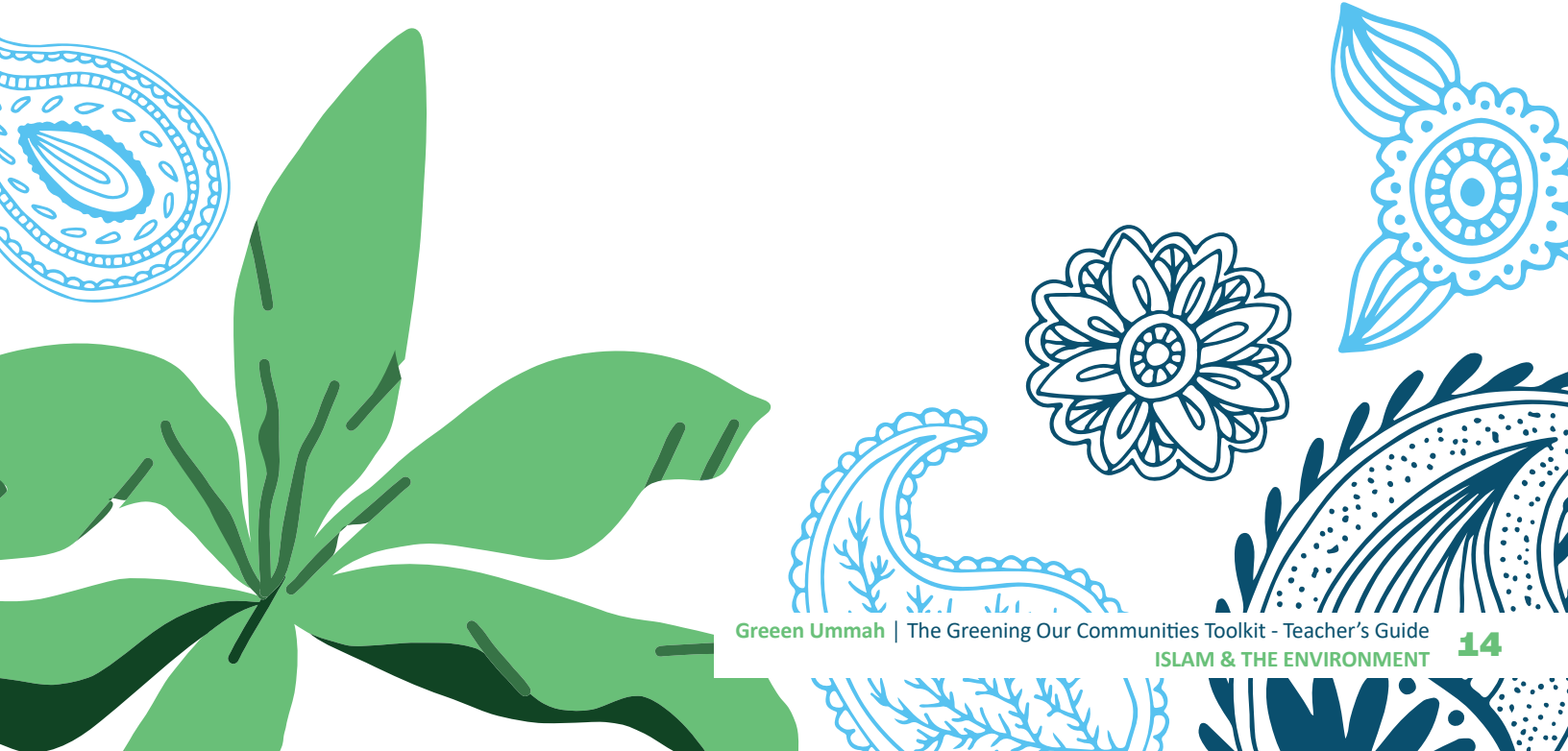
Suggested Teacher Script:

In this activity, we will learn about teachings in the Quran and ahadith or sayings of the Prophet Muhammad (SAW) that teach us about the importance of protecting the environment and living sustainably. These teachings are grouped into four topics given below. Divide the class into four groups with 3–4 students in each group.

Assign one theme to each group from the four topics given below. Have each group create a digital poster summarizing the Islamic teachings for that topic.

The poster should include four things:

1. Text reference, i.e., a verse from the Quran or saying of Prophet Muhammad (SAW) on that topic,
2. A scientific fact supporting how the teaching in the reference text helps protect this planet from environmental degradation, such as combatting climate change,
3. An original artwork of the students depicting the teaching in the reference text, and lastly, but most importantly,
4. The names of the students and the school. Students can take photos of their original artwork and add it to the poster or create digital artwork—it is completely up to the students! After students have completed their digital posters, have them share them with their networks through posting on their social media and emailing to friends and family. Here is [an example](#) of a poster for inspiration!



Becoming Stewards of Earth

- “It is He who made you stewards on the earth and raises some of you above others in rank to test you through what He gives you. [Prophet], your Lord is swift in punishment, yet He is most forgiving and merciful.” Qur’an 6:165
- “The servants of the Lord of Mercy are those who walk humbly on the earth, and who, when aggressive people address them, reply, with words of Peace” The Qur’an 25:63
- “Corruption has appeared on the land and in the sea because of what the hands of humans have wrought. This is in order that we give them a taste of the consequences of their misdeeds that perhaps they will turn to the path of right guidance. (Qur’an 30:41)

Protecting Plants and Animals

- Narrated by Anas (RA) that the Prophet (SAW) said: “No Muslim plants a plant or sows a crop, then a person, or a bird, or an animal eats from it, except that it will be charity for him.” - Tirmidhi 1383
- Anas ibn Malik reported that the Prophet (SAW) said, “If the Final Hour comes while you have a shoot (seed) of a plant in your hands and it is possible to plant it before the Hour comes, you should plant it.” (Al-Albani)
- Abu Hurayra reported that the Prophet (SAW) said, “One day a man became very thirsty while walking down the road. He came across a well, went down into it, drank, and climbed out. In front of him, he found a dog panting, eating the dust out of thirst. The man said, ‘This dog is as thirsty as I was.’ He went back down into the well and filled his shoe, putting it into his mouth (in order to climb back up) and then gave the dog water. Therefore Allah thanked him and forgave him.” They said, “Messenger of Allah, will we have a reward on account of animals?” He said, “There is a reward on account of every living thing.” (Al-Albani)

Conserving Water

- “We made from water every living thing.” Qur’an 21:30
- ‘Abdallah b. ‘Amr b. al-‘As said that the Prophet (SAW) came upon his companion Sa’d when he was performing ablution (washing up to prepare for praying) and asked Sa’d, “What is the meaning of this extravagance, Sa’d?” He replied, “Is there extravagance in ablution?” Prophet (SAW) said, “Yes, even if you are beside a flowing river.” Mishkat al-Masabih 427

Discouraging Waste

- Discouraging waste Quran 7:31
- References to how the Prophet (saw) lived a simple/minimalist lifestyle (naming his clothes and other belongings; not owning much).
- Always eating from what was in front of him (saw) (Ibrahim Abdul Matin interpreted this as eating local in Green Deen).
- Urging to finish the plate by eating everything on it

Activity:



(30 minutes)

Ask students to write a letter to either their school principal, a local Masjid, a Muslim business (restaurant) or a community-based Muslim organization highlighting what Islam teaches about the environment and suggest a few simple, sustainable solutions they can implement. Ask students to attach their digital poster together with the letter. We have included a sample letter below for reference, and students are welcome to use this as a template and personalize it as they see fit.

Extension activity:

If any of your students wish to present their ideas to the stakeholder they chose to write a letter to, you can reach out to us, and we can help organize it for you!



Letter Template:

Date: _____

Dear _____

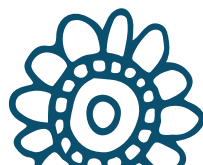
[General opening to address the intended audience]

[Paragraph on the importance of living green in Islam—touching on the six principles for green living and referencing text from Quran and Ahadith. Students can talk about their poster here and how the intended audience can use that poster]

[Suggesting 2 -3 practical steps for living green that the intended audience can take. Connect them with the paragraph above—i.e., how do these actions help us live according to the Islamic teachings mentioned above?]

[Closing statements]

Sincerely,



Journal Questions:



(10 minutes)

In your [Signs of Allah Personal Journals](#), reflect upon and answer the questions below. You can also conduct a class discussion with these questions:

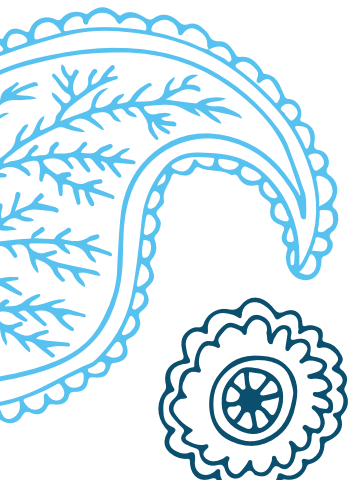
- How can your faith inspire you to lead a greener life?
- How are you fulfilling your obligations as a Khalifah of the planet in your daily life? How can you do better?
- What signs of Allah can you see in nature?
- How can you take inspiration from nature to build sustainable systems, structures and products?

Sample Rubric, Geography (Grade 9)				
Expectation	1	2	3	4
Uses the concepts of geographic thinking (i.e., spatial significance, patterns and trends, interrelationships, geographic perspective) when analyzing and evaluating data and information, formulating conclusions, and making judgements about geographic issues relating to Canada				
Evaluates and synthesizes their findings to formulate conclusions and/or make judgements or predictions about the issues they are investigating				
Teacher Comment:				



Sample Rubric, Geography (Grade 9)

Expectation	1	2	3	4
Demonstrates an understanding of Tawheed and that God is best comprehended through His attributes and manifestations				
Demonstrates an understanding of the Islamic principles for the preservation of life forms and the environment				
Promotes the environmental responsibilities of Muslims guided by the teachings of the Quran and the Hadith				
Teacher Comment:				





References:

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