

Wasaṭiyyah (Moderation)

The Lesson Plan and Nature-based activities
were developed by Ruba Hinnawi and Dr. Logan John Robert Cochrane



Wasatiyyah (Moderation)

The Lesson Plan and Nature-based activities

April 2025

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Earthna is a facilitator of sustainability efforts and action in Qatar and other hot and arid countries, focusing on sustainability frameworks, circular economies, energy transition, climate change, biodiversity and ecosystems, cities and the built environment, and education, ethics, and faith. By bringing together technical experts, academia, government and non-government organizations, businesses and civil society, Earthna fosters collaboration, innovation, and positive change.

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Task 1: Before-you-begin

Introduction

The Environmental Framework

Task 2: In-classroom Activities

6-9 Years

- Introduction
- Environmental Review
- Action Plan
- Resources

10-13 Years

- Introduction
- Environmental Review
- Action Plan
- Resources

14-17 Years

- Introduction
- Environmental Review
- Action Plan
- Resources

Task 3: Nature-based Activities

6-9 Years

- Introduction
- Activity
- Resources

10-13 Years

- Introduction
- Activity
- Resources

14-17 Years

- Introduction
- Activity
- Resources



Task 1

Wasatiyyah (Moderation)

Task 1: Before we begin



To teach the Islamic value of **Wasatiyyah** (Moderation) it is crucial to examine its definition from the central source of Islam, which is the Holy Book Quran. **Wasatiyyah** (Moderation) is a value that shapes students' behavior to be responsible citizens and consumers and guides them to take environmentally conscious decisions to protect the natural resources of our planet.

Defining **Wasatiyyah** (Moderation)

In defining the term **Wasatiyyah** (Moderation), according to Islam, the Quranic verse that mentions **Wasatiyyah** (Moderation) is as Allah said; "Those who are neither wasteful nor miserly when spending but balanced [two extremes between these]."¹

وَالَّذِينَ إِذَا أَنْفَقُوا لَمْ يُسْرِفُوا وَلَمْ يَقْتُرُوا وَكَانَ بَيْنَ ذَلِكَ قَوَامًا
سورة الفرقان، آية ٦٧

The Arabic word **Wasatiyyah** (Moderation) is a verbal noun from the word *wasat*, with the noun "*al-wasat*" literal meaning is the middle, the middlemost, the centre.

On the discourse of **wasatiyyah**, the Quranic meaning of *al-wasatiyyah* can be explained either by the qualities, attributes or values of "balance", or **Wasatiyyah** by the basic qualities of justice (*al-Adl*) and excellence (*al-Khiyār*). The Quran calls Muslims the "middle nation" and Allah says the community has been made "a just community that you will be witnesses over the people and the Messenger will be a witness over you."² According to Muhammad Asad (1980), the "Middlemost Community" is "a community that keeps an equitable balance between extremes and is realistic in its appreciation of man's nature and possibilities, rejecting both licentiousness and exaggerated

asceticism." The Prophet (peace be upon him) interpreted the word "*wasat*" in the earlier verse to mean justice (*al-Adl*), a key quality that elaborates on what a moderate and just stance entails.

According to the late scholar Al-Qaraḍawī³, the Prophet (peace be upon him) was "*wasatan fi qawmihi*", which means that the Prophet Muhammad (peace be upon him) was the noblest among his people. The Quran also calls Muslims the "best nation": "You are the best community brought forth [as an example] for mankind. You enjoin what is right and forbid what is wrong and believe in Allah. If only the People of the Scripture had believed, it would have been better for them. Among them are believers, but most of them are defiantly disobedient".⁴

كُنْتُمْ خَيْرَ أُمَّةٍ أُخْرِجَتْ لِلنَّاسِ تَأْمُرُونَ بِالْمَعْرُوفِ وَتَنْهَوْنَ عَنِ الْمُنْكَرِ وَتُؤْمِنُونَ بِاللَّهِ وَلَوْ ءَامَنَ أَهْلُ الْكِتَابِ لَكَانَ خَيْرًا لَهُمْ مِنْهُمْ الْمُؤْمِنُونَ وَأَكْثَرُهُمُ الْفَاسِقُونَ
سورة آل عمران، آية ١١٠

Wasatiyyah (Moderation) has also other connotations in Islam, it can be **Wasatiyyah** (Moderation) as balanced (*al-Tawassut*) in personal conduct and behavior, as in: "But seek, through that which Allah has given you, the home of the Hereafter; and [yet], do not forget your share of the world. And do good

¹ Quran 25:67

² Quran 2:143

³ (Al-Qaraḍawī. al-Ḥaḥwah al-Islāmiyyah min al-Murāhaqah ilā al-Rushd, 2002: 146 – 147)

⁴ Quran 3:110

Task 1: Before we begin

as Allah has done good to you. And desire not corruption in the land. Indeed, Allah does not like corrupters.”⁵ Other connotations of *al-wasatiyyah* can include straightness, strength and *Wasatiyyah* as religious balance in opposition to religious or moral extremism.

وَأَتَّبِعْ فِيمَا آتَاكَ اللَّهُ الدَّارَ الْآخِرَةَ وَلَا تَنْسَ نَصِيبَكَ مِنَ الدُّنْيَا وَأَحْسِنْ كَمَا أَحْسَنَ اللَّهُ إِلَيْكَ وَلَا تَبْغِ الْفُسَادَ فِي الْأَرْضِ إِنَّ اللَّهَ لَا يُحِبُّ الْمُفْسِدِينَ
سورة القصص، آية ٧٧

The Environmental Framework

Islam is a faith that encompasses a way of life. Through the Holy Quran and the teaching of the Prophet Mohammed (peace be upon him)⁶, Muslims are offered a code of conduct to guide them to live an ideal life where they add value to their community and fulfil their vocation as stewards. The Prophet Mohammed (peace be upon him) said: The believer is like a bee, who eats that which is pure and wholesome, and lays

that which is pure and wholesome. When it lands on something it does not break or ruin it.”

قال رسول الله صلى الله عليه وسلم: (مَثَلُ الْمُؤْمِنِ مَثَلُ النَحْلَةِ لَا تَأْكُلُ إِلَّا طَيِّبًا، وَلَا تَضَعُ إِلَّا طَيِّبًا)

Within Islam, the beliefs and values of Muslims are put into practice in daily decision-making processes. They are obliged to prioritize the common good that includes all the natural world as we are equal partners with everything else in this natural world. Therefore, it is important to act and live in harmony ecologically on earth. To achieve this, we need to shape our behaviors and habits away from wastefulness and overconsumption to protect our natural resources from pollution or becoming finite. The value of *wasatiyyah* (Moderation) consists of three core qualities: justice, excellence and balance that are crucial to moderate Muslims. This value provides a basis for decision making that is just and contributes to the role of humanity as the steward of Earth.



⁵ Quran 28:77

⁶ Sunnah is the character of the Prophet Muhammad (peace be upon him), also defined as his “traditions and practices”.

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Task 2

In classroom Activities 6-9 years

Introduction:



Prophet Muhammad (peace be upon him)

The value of *wasatiyyah* (Moderation) is reflected in many different aspects in the life of Prophet Muhammad (peace be upon him).

Introduction

Islam calls for individuals and communities to act with justice and Moderation. Islamic teachings advocate for Moderation and caution against extremism. A careful examination of these texts reveals Islam's strong aversion to excess, issuing a stern warning against it.⁷ For example, the Prophet Muhammad (peace be upon him) warned against going to extremes, for extremism had caused the downfall of people of the past.⁸ His teachings called for Moderation in all our behaviors.⁹ The Prophet Muhammad (peace be upon him) embodied the principles found in the Quran, serving as an interpretation of its teachings that emphasizes the principle of Moderation.¹⁰ When Aisha (the prophet's wife) was asked about the characters of the Prophet Muhammad (peace be upon him), Aisha replied, "His character was the Quran." He (peace be upon him) instructed people to "be moderate and adhere to Moderation. As the Quran says: "O Prophet! We have sent you as a witness, and a deliverer of good news, and a warner."¹¹

يَا أَيُّهَا النَّبِيُّ إِنَّا أَرْسَلْنَاكَ شَاهِدًا وَمُبَشِّرًا وَنَذِيرًا
سورة الأحزاب، آية ٤٥

Islam serves as a comprehensive framework encompassing various aspects, including perception, belief, worship, discipline, ethics, behavior, and legislation. This approach, termed the "straight path" by God, that is different from the paths of other religions and beliefs that go to extremes. The concept of being a mediator is a prevailing characteristic of Islam, representing a fundamental aspect that sets apart God's followers and this distinction is highlighted in the verse: "and also made you a middle nation to be witnesses to the people."¹²

⁷ Muhammad al-Ghazali, intolerance and tolerance between Christianity and Islam, Dar al-Kitab al-Arabi, Cairo 2001.

⁸ Sunan an-Nasa'i 3057.

⁹ Sunan Ibn Majah 4201; Sunan Ibn Majah 1106; Sunan Ibn Majah 2144.

¹⁰ Sunan Ibn Majah 4201.

¹¹ Quran 33:45

¹² Quran 2:143

وَكَذَلِكَ جَعَلْنَاكُمْ أُمَّةً وَسَطًا لِتَكُونُوا شُهَدَاءَ عَلَى النَّاسِ وَيَكُونَ الرَّسُولُ عَلَيْكُمْ شَهِيدًا
سورة آل عمران آية ١٤٣

The value of *Wasatiyyah* (Moderation) acts to protect and sustain natural resources. Taking a specific example, consider the use of an essential resource: water. Different religions have emphasized the importance of water conservation as water is essential for different rituals and practices. Islam is a moderate religion in the concept of faith, worship, behavior, relationship with fellow human beings and legislation. *Wasatiyyah* (Moderation) in this instance includes using what one needs, and not taking, or wasting, beyond that. This is the core definition of sustainability as defined in 1987, by the United Nations Brundtland Commission: "Meeting the needs of the present without compromising the ability of future generations to meet their own needs." This is reflected in the saying of Prophet Muhammad (peace be upon him) when he passed by Sa'd (one of his companions) while he was performing ablution. What is this extravagance?" Sa'd said, "Is there extravagance with water in ablution?" The Prophet said, "Yes, even if you were on the banks of a flowing river."¹³

عَنْ عَبْدِ اللَّهِ بْنِ عَمْرٍو بْنِ الْعَاصِ رَضِيَ اللَّهُ عَنْهُمَا أَنَّ النَّبِيَّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ مَرَّ بِسَعْدٍ وَهُوَ يَتَوَضَّأُ فَقَالَ: مَا هَذَا السَّرَفُ يَا سَعْدُ؟ قَالَ: أَفِي الْوُضُوءِ سَرْفٌ؟ قَالَ: نَعَمْ، وَإِنْ كُنْتُ عَلَى نَهْرٍ جَارٍ

Ablution (*wudu* in Arabic) is an Islamic procedure for cleansing parts of the body before prayers. Muslims pray five times a day, which means potentially performing ablution five times each day. As it is required to perform ablution, this saying teaches us how crucial it is to be moderate and mindful in using water. Being moderate in our use of resources, using what we need and avoiding wasting in our daily lives can support us to live more sustainable lives. Water is a valuable resource, and it is a shared responsibility to be moderate in using it collectively, which means this responsibility is not only an individual one, but also a collective responsibility.

¹³ Musnad Ahmad 7065

Introduction:



Wasatiyyah (Moderation) and Camels

References to water are frequent in the Quran and the teachings of Prophet Muhammad (peace be upon him). As mentioned in the Quran “Allah has created every [living] creature from water”.¹⁴ Water is considered vital for life. It is emphasized that water should be handled with reverence and used with care. Allah, in the Quran, notes the precise descent of rain from the sky and the creation of all living beings from water. Numerous Quranic verses portray water as a symbol of both resurrection and purity. The subsequent saying of the Prophet emphasizes the importance of conserving water in our daily routine, understanding the notion that sharing this precious resource is a virtuous act of charity. In the Quran: “Do the disbelievers not realize that the heavens and earth were ‘once’ one mass then We split them apart? And We created from water every living thing. Will they not then believe?”

أَوَلَمْ يَرِ الَّذِينَ كَفَرُوا أَنَّ السَّمَوَاتِ وَالْأَرْضَ كَانَتَا رَتْقًا فَفَتَقْنَاهُمَا وَجَعَلْنَا مِنَ الْمَاءِ كُلَّ شَيْءٍ حَيٍّ أَفَلَا يُؤْمِنُونَ
سورة الأنبياء، آية ٣٠

Camels are considered an integral part of the Qatari culture, as Qataris used camels to travel through the deserts. Camels are considered one of the most adaptive organisms to hot and arid environments, as they have physiological adaptations to handle extreme temperatures and limited water availability. The Quran and the sayings of Prophet Muhammad (peace be upon him) also frequently reference camels, highlighting them as a magnificent creation. An instance can be found in the Quran, where Allah questions, “Will they not look at the camels, how they are created?”¹⁵

أَفَلَا يَنْظُرُونَ إِلَى الْإِبِلِ كَيْفَ خُلِقَتْ
سورة الغاشية، آية ١٧

Connecting camels to the value of Moderation, camels are an incredible example. Camels can store water for weeks to survive in the desert, and camels have certain adaptations that contribute to their survival, as they can run hundreds of kilometers in the desert with little water for weeks or even months. They utilize the resources they encounter, storing what is needed and replenishing when resources become available. Humans can learn from this magnificent animal the value of Wasatiyyah (Moderation) in using different resources, specifically with the importance of carefully managing the use of water.

Key Takeaway:

Appreciate the teachings of Prophet Muhammad (peace be upon him) on how to be moderate in every aspect of our lives. An environmentally considerate mindset and sustainability conscious behavior is a value that is encouraged by Islam and is key to the health and wellbeing of ourselves and our planet.

Summary:

- Prophet Muhammad (peace be upon him) set a great example for Muslims and teaches the value of Wasatiyyah (Moderation).
- It is important to work collectively to protect shared natural resources through moderate consumption and to grant fair access for all living creatures to these natural resources.
- Water is a vital resource for all living and non-living organisms. All living organisms are created from water.
- The Quran teaches that every living creature has a purpose in the natural ecosystem.
- Animals have certain adaptation behaviors and physical features that enable them to survive the challenges that they face in their natural environments.
- Camels have demonstrated the value of Wasatiyyah (Moderation) in storing water to survive in tough environments such as deserts.

¹⁴ Quran 21:30

¹⁵ Quran 88:17

Introduction:



Age Group: Eco-Schools 6-9 years old

Eco-Schools Steps: Environmental Review, Action Plan, Curriculum Linkages, Inform and Involve, Monitoring and Evaluation



Objectives:

Students will be able to:

- Foster an understanding of *Wasatiyyah* (Moderation), what it means and how it can be applied in real life and its relation to sustainability.
- Describe the saying of the Prophet Muhammad (peace be upon him) as an example to reflect the value of Moderation.
- Explain how the adaptations of camels are an example of Moderation
- Develop awareness about the role of humans towards Allah's creation and resources specially that we do not enjoy the same access to these vital natural resources.

Time required Duration:

Classroom Session 1: 50 minutes

- Introduction (10 minutes):
 - Explain how the sayings of the Prophet Muhammad (peace be upon him) teach about the value of *Wasatiyyah* (Moderation).
 - Describe the teachings of Islam relate to *Wasatiyyah* (Moderation).
- Exploring water as a vital resource (5 minutes):
 - Conduct the “find the water resources”.
 - Describe the importance of water in our lives through Water Everywhere activity.

- Reflection on *Wasatiyyah* (Moderation) : (10 minutes)
 - Play with the students the Bingo activity.
 - Discuss the names of the organism they save water for a very long time.
 - Explore the camel adaptation features to save water
- Discover global water challenges: (10 minutes)
 - Share photos on global water challenges and their impact on children's lives.
 - Ask students to reflect on the photos and share their thoughts on the connection between natural resources and human behavior.
- Everyday practices to save water (Wudu): (5 minutes)
 - Conduct the “wudu balance scale” activity.
- Conclusion (5 minutes)
 - Summarize key points about *Wasatiyyah* (Moderation) .
 - Wrap up the lesson with a brief reflection on the impact of their actions in protecting God's creation.
- Note to Facilitator:
 - It is left up to the facilitator's discretion to extend the timings as needed to allow students to better assimilate the information and to properly devise positive actions.

Environmental Review:

Resources Required: “Before-you-begin”:

Key concepts: Overview of the unique organisms that are found in Qatar through the lens of the *Wasatiyyah* (Moderation) value.

Online Resources

- Brainstorm with the students on how to implement the *wasatiyyah* (Moderation) value in our daily life. What can we learn from the Camels and other organisms?
- Discuss ideas with students on how we can reduce the water we use in wudu.
- Resource 1: Bingo Card
- Resource 2: Wudu balance scale
- Student stationary, pencils, colored markers
- Dedicated Display board



Qatar-Camel
Photo Source: www.remotelands.com

Action Plan:



Action Plan 1

- Screen the video: 10 Most Fascinating Animals in Qatar

Discuss with the students how the value of *Wasatiyyah* (Moderation) encourages creatures to adapt to their environment to sustain the limited natural resources.

Action Plan 2

- Screen the video: Clean Water Changes Everything, Global 6km for water
<https://youtu.be/0RHj-4zWxAk>
- Share photos: What You Need to Know About Water Crisis

Discuss with the students how the value of *Wasatiyyah* (Moderation) encourages humans to consume responsibly to sustain these limited natural resources. Responsible consumption means that we have enough natural resources for everyone and thus a decent life for everyone. What can we do to protect water?

Action Plan Activity 1

- Provide the students with Resource 1: Bingo Sheet. As students are watching the video, ask them to add one adaptive physical feature to each organism. Whoever finishes a straight or diagonal line first is the winner.

Action Plan Activity 2

- Provide students with a map of Qatar, ask students to estimate the 6km distance on Qatar's map. Discuss with the students how in some parts of the world young children need to walk this distance daily to fetch for water.
- Provide students with Resource 2: Wudu balance scale. First, brainstorm the importance of water in our daily lives, especially as Muslims as it is needed to make wudu 5 times a day to pray. Second, provide ideas to the students to save water while practicing wudu so they can take actions individually and as a school to raise awareness about water.

Action Plan:



3. Curriculum Linkages: Environmental Science, Science, Ecology, Conservation, Arts & Craft, Islamic Studies.

4. Inform and Involve

- Students' work should be displayed on the Eco-Schools bulletin board as part of informing and involving the school community.

Evaluation:

- Conduct a review of the students' worksheets and discussion to determine their knowledge on *Wasatiyyah* (Moderation) in general and organism physical adaptive features in particular.
- Evaluate how well students can apply the concept of *Wasatiyyah* (Moderation) to their everyday life and how they understand their responsibility towards God's creation and local organisms in Qatar.
- Evaluate the students understanding of their responsibility as global citizens to consume common natural resources in *Wasatiyyah* (Moderation).

Resource 1



Bingo Card- 10 Most Amazing Animals in Qatar



Resource 2

Wudu balance scale

Sayyiduna Safinah (may Allah be pleased with him) narrated: "The Prophet (peace be upon him) would perform Wudu with a Mudd, and he would perform Ghusl with a Sa."¹⁶

In modern day measurements, one *mudd* equates to approximately 775ml. The Prophet Mohammad (peace be upon him) used to perform ablution with a mudd full of water. *Al-Mudd al-Nabawiyya* allows us to see exactly how much water the Prophet used for his wudu. With this exercise we aim to revive the practice of this Sunnah and not to waste of water.

- Students need to design their own Mudd with a 775ml.
- Ask students to try to use only this amount of water for their Wudu. If they had to use more let them list the extra amount they had to use and compare each amount used for a prayer with the amount of water used with the *Al-Mudd al-Nabawiyya*.
- Ask the students to set a goal whereby the end of the week they only use the amount of water used with the *Al-Mudd al-Nabawiyya*
- Ask students to add under 'best practices' what they have done differently to save water.



The Prophetic Mudd (Al-Mudd al-Nabawi)
Photo Source: <https://imamghazali.co>

Day 1 Wudu	Prayer	Amount of water used for Wudu	Al-Mudd al-Nabawiyya	Difference	Best practice
	Fajr		775ml		
	Dhuhr		775ml		
	Asr		775ml		
	Maghrib		775ml		
	Isha		775ml		
	Total			Total savings	

¹⁶ Jami' at-Tirmidhi 56



Task 2

In classroom Activities 10-13 years

Introduction:

Prophet Muhammad (peace be upon him)

The value of *Wasatiyyah* (Moderation) is reflected in many different aspects in the life of Prophet Muhammad (peace be upon him) and his companions.

Introduction

Islam calls for Muslims to uphold a values-based community characterized by justice and *Wasatiyyah* (Moderation). Islamic teachings advocate for *Wasatiyyah* (Moderation) and caution against extremism. A careful examination of these texts reveals Islam's strong aversion to excess and wastefulness, issuing a stern warning against it.¹⁷

Allah created the universe in proportion, balance and precise measures both qualitative and quantitative. Therefore, we are told in the Quran to walk gently: "The servants of the All-merciful are those who walk gently on Earth"¹⁸. We are obliged not to disturb the balance or the delicate cycles of the systems in the universe specially that we humans share earth with other communities of life. As Muslims, the utmost good we could do is to live and grow socially and economically with gratitude to Allah's blessings by being considerate to all creatures and sensitive to Allah's balanced creations and systems. The Quran told us: "There is not any means 'of sustenance' whose reserves We do not hold, only bringing it forth in precise measure."¹⁹

وَأِنْ مِّن شَيْءٍ إِلَّا عِنْدَنَا خَزَائِنُهُ وَمَا نُنَزِّلُهُ إِلَّا بِقَدَرٍ مَّعْلُومٍ
سورة الحجر، آية ٢١

The value of *Wasatiyyah* (Moderation) in its core is to walk lightly on the earth and act responsibly. It guides us to fulfill our role as Muslims to be stewards (*Khalifah*) and to enjoy Allah's blessing (*Niam*) without extravagance and wastefulness. To think of the consequences of our behavior, habits and activities on our community and on the natural world. Our natural world stability is our stability.

¹⁷ Abdul Rahman Isa, Literature of religious rhetoric, Zaidibn Thabit Press, Damascus, third edition, 1985.

¹⁸ Quran 25:63

¹⁹ Quran 15:21

"One of the major global environmental challenges we are facing is the over depletion of natural resources due to our modern lifestyle and living standards. We are consuming resources faster than nature produces. Production and consumption systems such as energy, food, mobility, are putting pressure on our environment and health due to the pollution associated with these systems.

Wasatiyyah (Moderation) and Consumption

We, as humans and consumers, can play an important role in changing our habits to reduce pressure linked to consumption on the environment. Prophet Mohammed (peace be upon him) and his companions were moderate consumers as the Quran described believers: "And [they are] those who, when they spend, do so not excessively or sparingly but are ever, between that, justly moderate"²⁰

وَالَّذِينَ إِذَا أَنْفَقُوا لَمْ يُسْرِفُوا وَلَمْ يَقْتُرُوا وَكَانَ بَيْنَ ذَلِكَ قَوَامًا
سورة الفرقان، آية ٦٧

During the Prophet Mohammed's (peace be upon him) lifetime, he offered us many examples on how to be **mindful consumers** in all aspects of life, how to put Allah first and keep the desire of flesh in its proper place. As Muslims we are encouraged to meet our needs and not desires.

²⁰ Quran 25:67



Compost: Food for Earth
Photo Source : issuu

Introduction:



Globally the estimated total cost of food loss is US\$ 1 trillion and this accounts for 10% of **global greenhouse gas** emissions.²¹ An example of the Prophet Mohammed's (peace be upon him) teachings on food consumption is when he said: 'A human being fills no worse vessel than his stomach. It is sufficient for a human being to eat a few mouthfuls to keep his spine straight. But if he must (fill it), then one third of food, one third for drink and one third for air.' This emphasizes the focus on needs and not desires and living a life of Moderation.

In Qatar we produce more than 2.5 million tons of municipal solid waste annually, which is about 1.8 kg per capita daily.²² This huge number causes **greenhouse gas** emissions, land and marine pollution and damage to soil and the surrounding ecosystems. Moreover, the number indicates the residents' behavior and consumption patterns. Muslim consumers need not only operate under budget constraints but also under moral constraints. Moral constraints lead them to make socially and environmentally conscious choices, especially as they realize that the damage caused surpasses the gains from such products. A great rule to follow is the 5Rs rule:

- Refuse to buy products that you do not need, environmentally harmful products that has toxic contents, or that end up in landfills,
- Reduce using of harmful, wasteful and non-recyclable materials
- Reuse products and avoid single use items
- Repurpose and upcycle items to give it a new function
- Recycle

Key Takeaway:

Appreciate the teachings of Prophet Muhammad (peace be upon him) and how to apply the **Wasatiyyah** (Moderation) value in every aspect of our lives.

Greenhouse gases are gases that trap heat in the atmosphere causing global warming. The main gases are Carbon dioxide (CO₂), Methane (CH₄) Nitrous Oxide (N₂O) and fluorinated gases such as Hydrofluorocarbons (HFCs).²³

Mindful consumption refers to being conscious about your choices as a consumer. In other words, it means thinking carefully about the consequences of your actions as a consumer. Applying mindful consumption to your life choices allows you to reduce issues like waste, pollution, GHG emissions, and unfair labor practices.

Carbon footprint is the total amount of greenhouse gases generated by our actions.

Summary:

- Prophet Muhammad (peace be upon him) sets a great example of a moderate Muslim and teaches the value of **Wasatiyyah** (Moderation).
- Islam has emphasized the importance of being mindful consumers and to think about the impact of daily choices, activities on the community and other creation.
- The Quran shows that **Allah** created the universe in balance and precise measures both qualitative and quantitative and any disruption will disturb the whole balance.
- As Muslims we have a great role to act as mindful consumers to not be wasteful and deplete our natural resources.

²¹ World Food Program

²² The circular Economy in Qatar 1 Report, Earthna Center for a Sustainable future.

²³ <https://www.epa.gov/ghgemissions/overview-greenhouse-gases>

Introduction:



Age Group: Eco-Schools 10-13 years old

Eco-Schools Steps: Environmental review, Action plan, curriculum linkages, inform and involve, monitoring and evaluate.



Objectives:

Students will be able to:

- Foster an understanding of *Wasatiyyah* (Moderation), what it means and how it can be applied in real life.
- Describe the saying of the Prophet Muhammad (peace be upon him) as an example to reflect the value of *Wasatiyyah* (Moderation).
- Explain how *Wasatiyyah* (Moderation) leads us to be mindful consumers.
- Develop awareness about the role of humans towards Allah's creation.

Time required Duration:

Classroom Session 1: 50 minutes

- Introduction (10 minutes):
 - Explain how the sayings of the Prophet Muhammad (peace be upon him) teach about the value of *Wasatiyyah* (Moderation).
- Introduce the impact of human activities on the ecosystem as per Action Plan 1 (10 minutes):
 - Provide students with a thorough understanding of the impact of human habits and development practices on the global ecosystems.
 - Explore with students how to save our planet, what global solutions can be applied at a system level?

- Link *Wasatiyyah* (Moderation) to the concept of mindful consumers: (10 minutes)
 - Screen the movie.
 - Use resource 1: "Know me and my habits" activity.
 - Use Resource 2: Second life
- Link *Wasatiyyah* (Moderation) to sustainable business models as per action plan 2: (10 minutes)
 - Ask students to search for sustainable business models.
 - Reflect on the businesses practices and their impact on saving our planet. Use Resource 3: Market Leaders.
- Conclusion (5 minutes)
 - Summarize key points about *Wasatiyyah* (Moderation).
 - Wrap up the lesson with a brief reflection on the impact of their actions in protecting Allah's creation.
 - Take the "Moderate Muslim Pledge"

Environmental Review:

Resources Required: “Before-you-begin”:

Key concepts: Overview of the *Wasatiyyah* (Moderation) and how it shapes our behavior and habits towards being mindful consumers.

Online Resources

- Brainstorm with the students the importance of *Wasatiyyah* (Moderation) value to live lightly on earth and to save our planet.
- Resource 1: Know me and my habits
- Resource 2: Second Life
- Resource 3: Moderate Muslim Pledge
- Student stationary, pencils, colored markers, scissors
- Dedicated Display board



Earthna-Eco-Schools Congress
By Ruba Hinnawi

Action Plan:



Action Plan 1

- Screen the film: How to save our planet.
- To showcase the beautiful and balanced creation of Allah, the iconic species and wildlife. We are all part of this amazing planet, and we have a responsibility towards this creation to protect it as stewards (Khalifah). To achieve this, we need to act in Wasatiyyah (Moderation) in all aspects of life.

Action Plan Activity 1

- Provide the students with Resource 1: Know me and my habits.
- After students identify their most consumed item. Ask them to share what they can do to be more mindful consumers and how they can reduce their consumption.
- Provide the students with Resource 2: Second life. After students identified an item that they frequently use, ask them how they can give a second life after it was consumed so as not to end in the landfill.
- Reflection: Ask students to share their ideas to inspire others.
- Resource 3: Moderate Muslim Pledge. Take the pledge.

3. Curriculum Linkages: Environmental Science, Science, Ecology, Conservation, Arts & Craft, Islamic Studies Innovation and technology, Economy.

4. Inform and Involve

- Students' work should be displayed on the Eco-Schools bulletin board as part of informing and involving the school community.

Evaluation:

- Conduct a review of the students' worksheets and discussion to determine their knowledge on Wasatiyyah (Moderation) in general.
- Evaluate how well students can apply the concept of Wasatiyyah (Moderation) to their everyday life and shopping habits how they understand their responsibility towards Allah's creation and the ecosystem in Qatar.
- Share the students' projects and findings with the school to raise awareness.

Resource 1



Know me and my habits

It is time to understand your habits and consumption. Track your single use items for a week. Now be innovative to apply the **Wasatiyyah (Moderation)** value by following the **5Rs** principle.

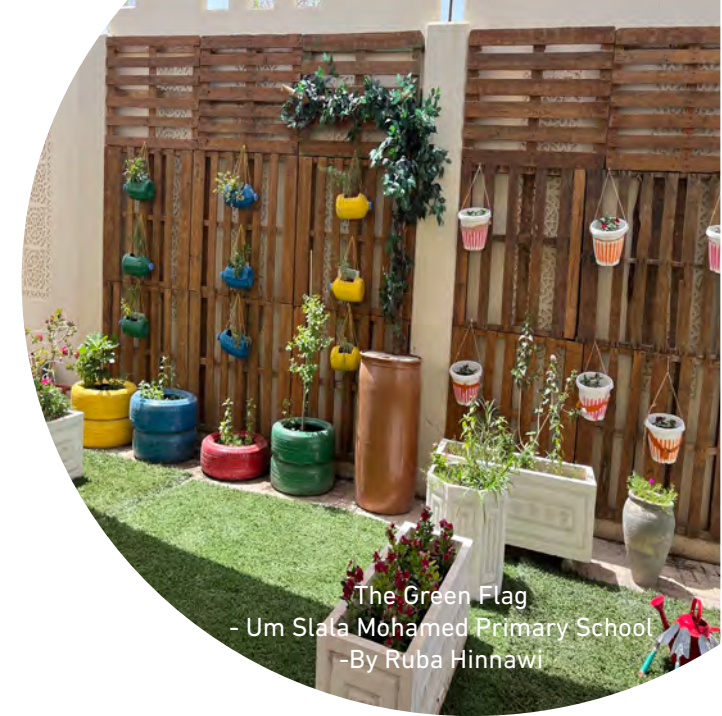
Item photo	How many do I use in a week	Refuse (I am not buying this anymore and I am replacing it with)	Reduce (I will use n number of item/ <input type="text"/>)	Reuse	Repurpose (I will be innovative to turn it into)	Recycle

Resource 2

Second life.

Ask each student to choose one of the items identified in the table and share the chosen 'R' and the second life they offered it.

The waste product	Second life product



Resource 3

Moderate Muslim Pledge

I _____
pledge to eat,
drink and
buy goods in
Moderation
and not to be
wasteful as
Allah loves
not those who
waste.





Task 2

In classroom Activities 14-17 years

Introduction:



Prophet Muhammad (peace be upon him)

The value of *Wasatiyyah* (Moderation) is reflected in many different aspects in the life of Prophet Muhammad (peace be upon him).

Introduction

Many traditions and faiths have emphasized the importance of the environment and conservation of the environment as it is essential for different rituals and practices, and life more broadly. Islam is a moderate religion in the concept of faith, worship, behavior, relationship with fellow human beings and legislation as *Allah* said: “and also made you a middle nation to be witnesses to the people.”²⁴

وَكَذَلِكَ جَعَلْنَاكُمْ أُمَّةً وَسَطًا لِتَكُونُوا شُهَدَاءَ عَلَى النَّاسِ وَيَكُونَ الرَّسُولُ عَلَيْكُمْ شَهِيدًا
سورة البقرة، آية ١٤٣

The expansive earth, with the high mountains and massive fields, serves as a continuous reminder for those who are receptive to insights about the Creator responsible for earth. It is reflected in the Quran: “And the earth - We spread it out and cast therein firmly set mountains and made grow therein [something] of every beautiful kind, giving insight and a reminder for every servant who turns [to *Allah*].”²⁵

وَالْأَرْضَ مَدَدْنَاهَا وَأَلْقَيْنَا فِيهَا رَوَاسِيَ وَأَنْبَتْنَا فِيهَا مِنْ كُلِّ زَوْجٍ بَهِيجٍ
سورة ق، آية ٧

The earth is designated as a space for prayer and a means of purification, with humanity entrusted by *Allah* as its caretakers. Several chapters in the Quran are titled after animals, such as Al Baqara (The Cow) and An-Nahl (The Bee). Throughout these chapters and other parts of the Quran, *Allah* repeatedly urges us to contemplate the signs embedded in the natural world. The sayings of Prophet Muhammad (peace be upon him) emphasize that Muslims are a just community, who act with kindness and humility. This extends to all of

creation, including displaying kindness to animals. Doing so reflects reverence for the Creator and also serves as a charitable act, promising forgiveness, and mercy from *Allah* as a reward. It was asked: “O Messenger of *Allah*, is there a reward for charity even for the animals?” The Prophet (peace be upon him) said, “Yes, in every creature with a moist liver is a reward for charity.”²⁶

عن أبي هريرة رضي الله عنه: أن رسول الله صلى الله عليه وسلم قال: “ بينا رجل يمشي، فاشتد عليه العطش، فنزل بئرا، فشرب منها، ثم خرج فإذا هو بكلب يلهث يأكل الثرى من العطش، فقال: لقد بلغ هذا مثل الذي بلغ بي، فملأ خفه، ثم أمسكه بفيه، ثم رقي، فسقى الكلب، فشكر الله له، فغفر له ”، قالوا: يا رسول الله، وإن لنا في البهائم أجرا؟ قال: “ في كل كبد رطبة أجر ”.

Wasatiyyah (Moderation) and Saving the Environment

In Islam, a true believer is the person who does the utmost good to *Allah* by doing the utmost good to all his creations. In the Holy Quran *Allah* clearly asked humans not to spread corruption in the land after it has been set in order.²⁷

وَلَا تُفْسِدُوا فِي الْأَرْضِ بَعْدَ إِصْلَاحِهَا وَادْعُوهُ خَوْفًا وَطَمَعًا إِنَّ رَحْمَتَ اللَّهِ قَرِيبٌ مِنَ الْمُحْسِنِينَ
سورة الاعراف، آية ٥٦

Human activities might cause direct or indirect corruption of the order *Allah* set on earth. Therefore, it is important to be mindful of the impact of our daily activities on nature and other communities of life, as *Allah* referred to His creations.²⁸ From an Islamic perspective, the value of *wasatiyyah* (Moderation) is reflected in the saying of Prophet Muhammad (peace be upon him), who said: “Whoever pulls something out of the roads of the Muslims that harms them, *Allah* will record a good deed for him. Whoever has a good deed written for him, *Allah* will admit him into Paradise by it.”²⁹

عَنْ أَبِي الدَّرْدَاءِ عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ، قَالَ: مَنِ رَزَخَ عَنِ طَرِيقِ الْمُسْلِمِينَ شَيْئًا يُؤْذِيهِمْ كَتَبَ اللَّهُ لَهُ بِهِ حَسَنَةً وَمَنْ كُتِبَ لَهُ عِنْدَهُ حَسَنَةٌ أَدْخَلَهُ اللَّهُ بِهَا الْجَنَّةَ

²⁴ Quran2:143

²⁵ Quran, 50:7

²⁶ Sahih al-Bukhari 5663

²⁷ Quran 7:56

²⁸ Quran 6:38

²⁹ Musnad Ahmad 27479

Introduction:

This saying teaches us how crucial it is to be mindful in using different resources. It reminds us to be aware of what can be harmful, such as how using plastic in our daily lives can impact the environment negatively if the plastic is thrown in the environment and not disposed of properly.

Lessons about this can be found from the environment and its **biodiversity**. For example, consider the turtle, as plastic waste harms turtles in the oceans and on the beaches. From this we learn to use resources in ways that will not negatively impact the turtle's habitat nor cause harm to them. It is our responsibility to create positive change with our actions towards the environment, as it is affecting not only us as humans, but animals and plants too. We should be mindful of how our actions impact ecosystems of many other species.

Key Takeaway:

Appreciate the teachings of Prophet Muhammad (peace be upon him) and how to be moderate and mindful in every aspect of our lives to not cause corruption to the order **Allah** created.

Biodiversity is the variety and variability of life on Earth. It can be measured by the variety of plant and animal life in the world or in a particular habitat.

Green business refers to a business that applies strategy and actions to reduce adverse negative environmental and social impacts resulting from the business operations in a particular market or sector. It can also be called sustainable business.

Summary:

- Prophet Muhammad (peace be upon him) sets a great example of a moderate Muslim and teaches the value of **wasatiyyah** (Moderation) from the saying.
- The environment is a vital resource for all living and non-living organisms.
- Islam has emphasized on the importance of respecting all kinds of animals as every living creature has a purpose in the natural ecosystem.
- Humans will stand accountable on the Day of Judgement (Al Akherah) for all the deeds towards **Allah** creation.



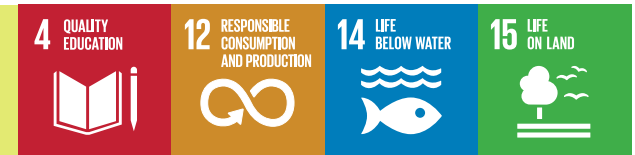
Hawksbill Turtle
By Ruba Hinnawi

Introduction:



Age Group: Eco-Schools 14-17 years old

Eco-Schools Steps: Eco-Schools Steps: Environmental review, Action plan, curriculum linkages, inform and involve, monitoring and evaluate.



Objectives:

Students will be able to:

- Foster an understanding of *wasatiyyah* (Moderation), what it means and how it can be applied in real life and businesses.
- Describe the sayings of Prophet Muhammad (peace be upon him) as an example to reflect the value of *wasatiyyah* (Moderation).
- Develop awareness about the role of humans towards Allah's creation.

Time required/ Duration:

Classroom Session 1: 50 minutes

- Introduction (10 minutes):
 - Explain how the teachings of Prophet Muhammad (peace be upon him), that teaches about the value of *wasatiyyah* (Moderation).
 - Describe how it is important to be mindful to the impact and the consequences of our deeds and activities on mother earth and Allah's creation.
- Exploring plastic pollution (15 minutes):
 - Watch and discuss a video about the importance of biodiversity and human plastic consumption, marine life and plastic pollution.
 - Explore solutions to plastic challenge, for example: regulatory, alternatives, circularity, etc.

- Explore how businesses need to achieve balance between growth, profit, and nature. (10 minutes)
- Explore how different businesses take actions to protect the environment.
 - Explain what a green business is.
- Reflection on *wasatiyyah* (Moderation): (10 minutes)
 - Conduct the "Market Leader" activity.
 - Discuss the actions that businesses should take to save the environment.
- Conclusion (5 minutes)
 - Summarize key points about *wasatiyyah* (Moderation).
 - Wrap up the lesson with a brief reflection on the impact of their actions in protecting Allah's creation.

Environmental Review:

Resources Required: “Before-you-begin”:

Key concepts: Overview of the unique organisms that are found in Qatar through the lens of the *wasatiyyah* (Moderation) value.

Online Resources

- Brainstorm with the students about how human consumption and activities might cause harm and pollution to mother earth and thus negatively affect ecosystems. An example is plastic pollution and the loss of marine life. How humans can learn the value of *wasatiyyah* (Moderation) when keeping the environment clean and reducing plastic usage. Hawksbill sea turtles are one of Qatar’s living organisms that need to be saved, and what we can do to raise awareness about the threats.

- Resource 1: Second Life
- Resource 2: Market Leaders
- Student stationary, pencils, colored markers, scissors
- Dedicated Display board



Beach Clean Up-Doha College

Action Plan:



Action Plan 1

- Screen the film: Why We Need to Stop Plastic Pollution in Our Oceans FOR GOOD
 - Students can visualize the importance of environment in our daily lives and how the value of *wasatiyyah* (Moderation) is important to our environment to reduce pollution.
 - Students need to make the connection of saving the environment and our daily actions and habits.

Action Plan 2

- Screen the film: 2030-Mother Nature -Apple
 - To illustrate to the students the environmental mandate of global corporates such as Apple to reduce their negative impact on the environment and to restore the natural ecosystem. It is everyone's responsibility to be conscious about their practices and to adapt strategies to be more sustainable.

Action Plan 1 Activity 1

- Provide the students with Resource 1: Second life. The activity will allow students to be mindful about their lifestyle and consumption habits and activities.
- Reflection: discuss with students their lifestyles and their consumption habits. Discuss what is essential, what meets a need and what meets a desire. Link this to the *Wasatiyyah* (Moderation) value.

Action Plan 2 Activity 2

- Provide the students with Resource 2: Market leaders.
- Ask students to search for sustainable innovative business models and solutions, ask them to share their findings.
- Reflection: discuss with students the impact of those business practices on the community and environment and how this relates to the *Wasatiyyah* (Moderation) value.

Action Plan:



3. Curriculum Linkages: Environmental Science, Science, Ecology, Conservation, Arts & Craft, Islamic Studies, Design and technology.

4. Inform and Involve

- Students work should be displayed on the Eco-Schools bulletin board as part of informing and involving the school community. The 'Second life' product needs to be displayed somewhere visible in the school to tell the story of how the value of *Wasatiyyah* (Moderation) can save mother earth and Allah's creation.

Evaluation:

- Conduct a review of the students' worksheets and discussion to determine their knowledge on *wasatiyyah* (Moderation) and link it to human activities.
- Evaluate how students changed their consumption pattern to apply the value of *wasatiyyah* (Moderation) to their everyday life and how they understand their responsibility towards Allah's creation and local organisms in Qatar.
- Observe students' active participation throughout the activities.

Resource 1

Second Life

Ask students to dedicate, in their homes, a trash bin for single- use plastic items that they consume for one week. Ask them to take a photo of the bin at the end of every day.

Gather students in groups and ask them to share their photos. Let students agree on a single- use plastic item that they use daily and that is unavoidable and unreplaceable. Once they choose the item, students collectively brainstorm ideas to upcycle the item after it becomes waste. The new product is to be a reusable item that they can use in their classroom or school grounds.

Students collect this item from their homes and bring the waste to school for a specific duration (it can be for a week or a month and can engage the whole school).

For example, milk and fresh juice plastic bottles that can be turned into outdoor seats and tables.



Resource 2

Market leaders

After students conducted their research on green businesses and leading innovations and technologies that seek to achieve profit and be environment friendly. If students have a chance to start their own business or design a product, what would this business be? Ask students to design an advertisement for their own business/ product. The advertisement must include the following:

Name of the product/business

Logo of the business/ photos of the product

What is the purpose and uses of the product? Or

What is the mission of the business and area of expertise

What is so special about the product/business?

Why it is green, how it is applying directly or indirectly the **Wasatiyyah (Moderation) value**.



Torba Market
Photo Source: I Love Qatar



Task 3

Nature-based Activities 6-9 Years

6-9 Years

These activities aim to deepen students' understanding of how nature works and that it is our role to live in harmony with nature and learn from nature and creation how to use natural resources in Moderation.

Students will visit the Torba Farm to reflect on the knowledge gained in the class activities of how they can appreciate God's creation and exercise the value of *Wasatiyyah* (Moderation).

The activities are designed to take place on Torba farm.

- Students will develop practical skills for nature exploration, field work, nature protection and conservation.
- Students will learn about the camels and palm trees as two organisms that are adaptive to Qatar's climate.
- Students will articulate this ecosystem's inner workings and transfer this knowledge to their peers, family, and community.

In this farm, students will understand how the ecosystem in the farm operates. How are the plants, animals, insects, etc. working in a symbiotic relation to nurture the whole system. To learn about camels and palm trees and their value to the community. Students will express appreciation for Allah's creation and exercise the value of *Wasatiyyah* (Moderation) by learning about the camel and palm tree adaptation features to save water.

You can book the farm visit by sending an email to: visit@torba.qa.

Time required/ Duration:

Field Session 1: 5 hours

(1 hours to travel to and from the field location, 3 hours and 30 minutes for the activities, 30 minutes for lunch, supervised downtime). It is left up to the facilitator's discretion to extend the timings as needed.

Resources Required:

"Before-you-begin": Resources

Lesson Plan: Adaptations of Camels



Online Resources:

The date tree-A story of sustainable development.

Best Practices:

Risk Assessment:

- The chosen location has been risk assessed and meets the following safety criteria:
 - Can be safely accessed by the school bus.
 - Is distant from anthropogenic activities such as construction and vehicular traffic
 - Near to hospitals.
- In the absence of a professional tour guide, it is highly advisable that faculty pay a site visit prior to the school field trip, to get acquainted with the surroundings, and identify and mitigate risks that may have arisen in the time since the location was first risk assessed.

Personal Safety:

- Field excursions can be very demanding in terms of energy expenditure, especially in extreme climates like the Arabian Gulf, where there is a risk of heat exhaustion.
- It is imperative that faculty and students carry with them all items listed under "Field preparedness"; that the airconditioned school bus is always near in case a participant needs reprieve from the heat or to be transferred to the emergency room. A well-stocked First Aid Kit is essential as well.

6-9 Years

- Field preparedness:
 - Hat
 - Sunscreen
 - Water (2 liters per person)
- Field equipment: A device to take photographs; writing pads; Drawing pads; pens; colored pencils.



Torba Farm
By Ruba Hinnawi

Activity:



Field Session 1:

1. Title of the Activity: Observe and Learn

- Connect the knowledge they gained in class to what they see in the farm landscape.
- Ask the students to explore the Farm and observe the surroundings for an hour. Students should use all their senses to wonder and ponder what they are experiencing.

Guided tour around the farm:

- Take a guided tour with students to the camels' area.
- Set around and ask students to draw the camel. Use the following questions to guide them through this drawing activity:
 - What did you observe?
 - What are the unique features of the camel?
 - How is the camel different from the other organism?
 - What can we learn from the camel?
 - As a reflection on the Date tree story video that the students watched in class and the farm tour, how is the value of *Wassatiyyah* (Moderation) can guide us in our daily activities and is taking care of nature is important for our sustainability?

Inform and Involve:

- A golden rule of explorers is to leave the park in the same or in a better state than when they first arrived. Use the motto "Lend a hand to save the planet". Ask the students to leave everything behind them clean, take a photo of the place clean and provide the students with envelopes to add a message to give them to their family or friends about what they learned in this farm.

Resource 1: Location of Torba farm.

Coordinates:

25° 34' 36.79" N

51° 18' 32.91" E

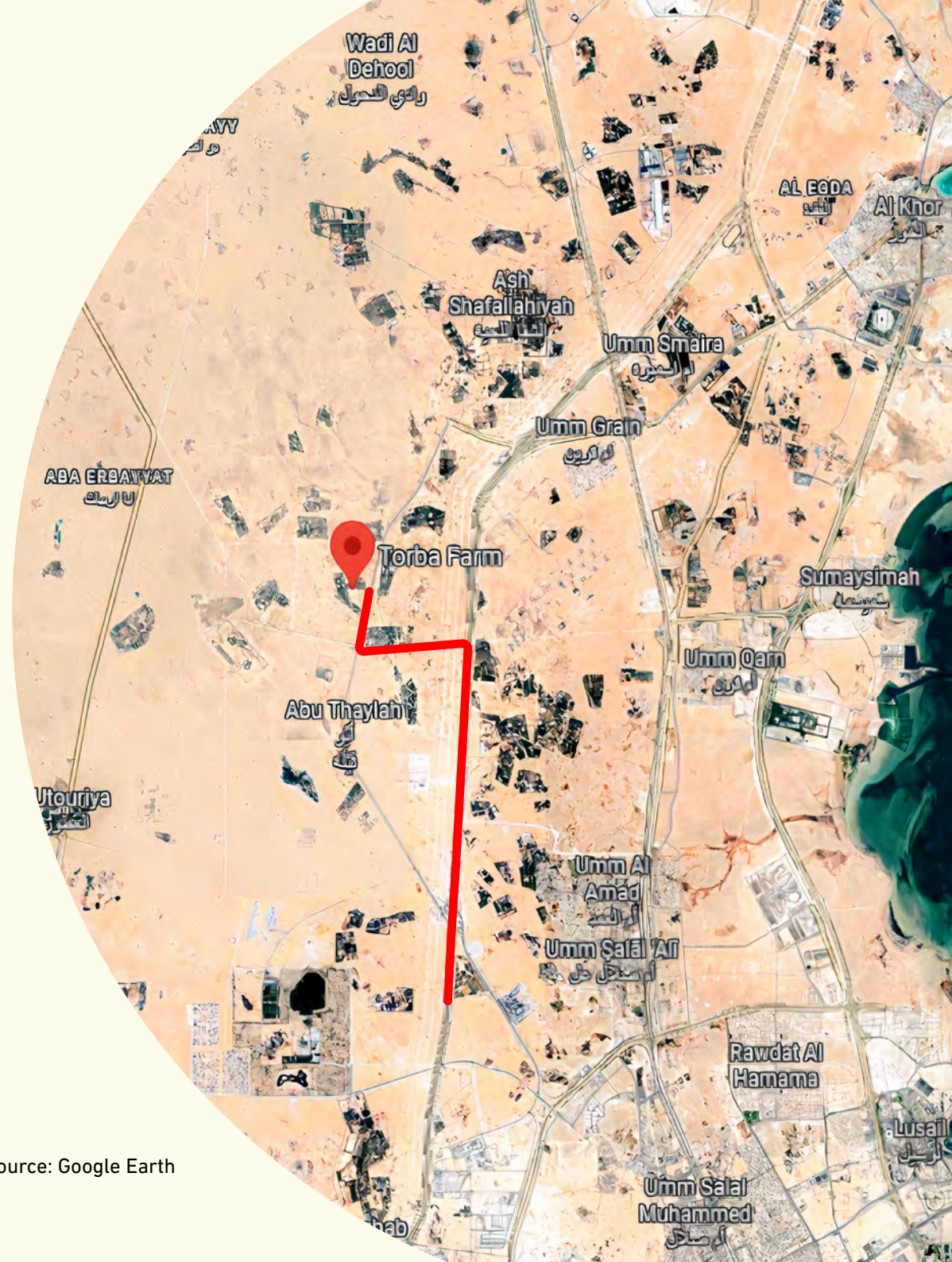
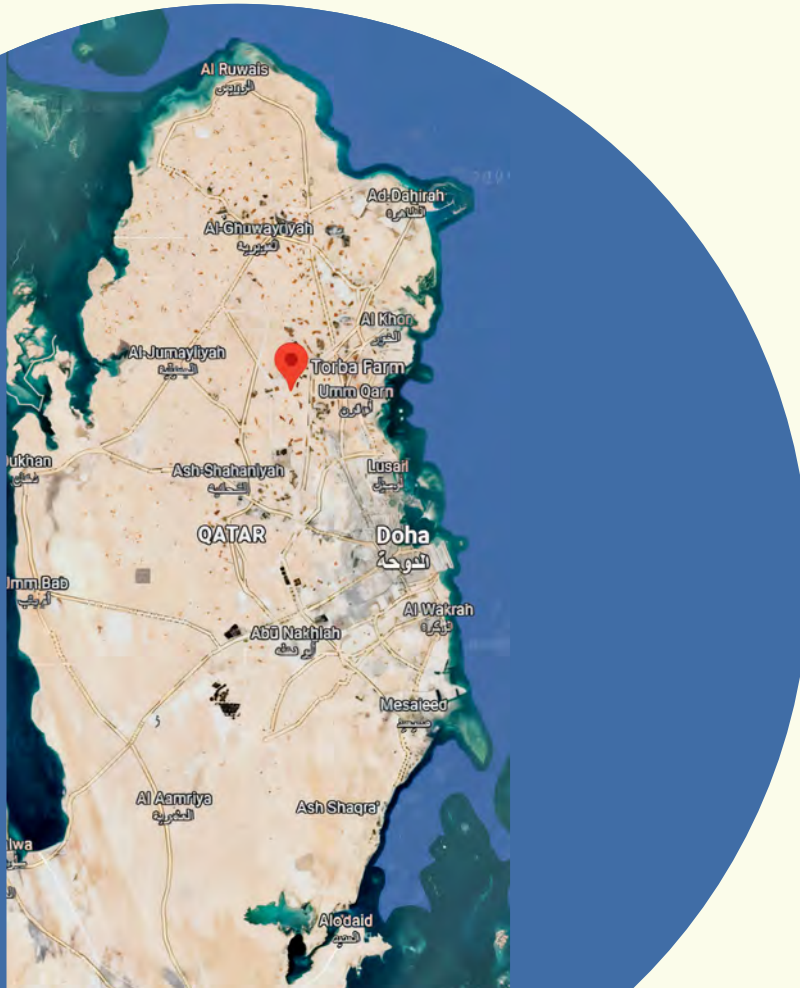


Photo Source: Google Earth

Resource 2:



Each student will add his/her drawing of the camel and add a message they want to convey to their family or friends.

Dear _____,

I just learned today that you are one of the amazing creatures Allah created. You have special features to be moderate in consumption of water and food. You have_____.

I Promise that I will be as moderate as you and save water.

Thank you,

Name_____

The background features abstract orange line art. A large, thin orange arc curves across the top left. A circular outline is positioned to the right of the main text. In the bottom right corner, there is a shape resembling a stylized 'U' or a bracket, also drawn with a thin orange line.

Task 3

Nature-based Activities 10-13 Years

10-13 Years

These activities aim to deepen students' understanding of how nature works and that it is our role to live in harmony with nature and create consumption patterns that benefit both communities and nature.

Students will visit the Torba Farm to reflect on the knowledge gained in the class activities of how they can appreciate God's creation and exercise the value of *Wasatiyyah* (Moderation).

- The activities are designed to take place on Torba farm.
- Students will develop practical skills for nature exploration, field work, nature protection and conservation.
- Students will learn about the native plants and their benefits and how we can protect native plants as they are unique to our environment.
- Students will articulate this ecosystem's inner workings and transfer this knowledge to their peers, family, and community.

In this farm, students will understand how the ecosystem in the farm operates. How are the plants, animals, insects, etc. working in a symbiotic relation to nurture the whole system. To learn about plants and their value to the community. Also, to learn how the management designed and operates the farm to achieve balance between profit and the health of the ecosystem. Students will express appreciation for Allah's creation and exercise the value of *Wasatiyyah* (Moderation) by hands-on activities at the farm.

You can book the farm visit by sending an email to: visit@torba.qa.

Time required/ Duration:

Field Session 1: 4 hours

(1 hours to travel to/from the field location, 2 hours and 30 minutes for the activities, 30 minutes for lunch, supervised downtime). It is left up to the facilitator's discretion to extend the timings as needed.

Resources Required:

"Before-you-begin": Resources

Lesson Plan: Sustainable business models



Online Resources:

Best Practices:

Risk Assessment:

- The chosen location has been risk assessed and meets the following safety criteria:
 - Can be safely accessed by the school bus.
 - It is distant from anthropogenic activities such as construction and vehicular traffic.
- In the absence of a professional tour guide, it is highly advisable that faculty pay a site visit prior to the school field trip, to get acquainted with the surroundings, and identify and mitigate risks that may have arisen in the time since the location was first risk assessed.

Personal Safety:

- Field excursions can be very demanding in terms of energy expenditure, especially in extreme climates like the Arabian Gulf, where there is a risk of heat exhaustion.
- It is imperative that faculty and students carry with them all items listed under "Field preparedness"; that the airconditioned school bus is always near in case a participant needs reprieve from the heat or to be transferred to the emergency room. A well-stocked First Aid Kit is essential as well.
- Field preparedness:
 - Hat
 - Sunscreen
 - Water (2 liters per person)
- Field equipment: A device to take photographs; writing pads; Drawing pads; pens; colored pencils.

Activity:

Field Session 1:

1. Title of the Activity: Observe and Learn

- Connect the knowledge they gained in class to what they see in the farm landscape.
- Ask the students to explore the Farm and observe the surroundings for half an hour. Students should use all their senses to wonder and ponder what they are experiencing.

Guided tour around the farm:

Take a guided tour with students around the farm in different areas. Set around the water pond and reflect on the tour. You can use the following questions to guide them through this reflection activity:

- What did you observe?
- What are the characteristics of the landscape? Flora and fauna, architecture, materials used.
- How is the place different than the city?
- Why do you think the founders designed the landscape of the farm in such a way? How is it linked to *Wasatiyyah* (Moderation)?
- How is food produced on the farm?
- What do they do with the waste?
- What can you do to spread this message to the community?

Field Session 2:

1. Inform and Involve:

- A golden rule of explorers is to leave the farm in the same or in a better state than when they first arrived. Use the motto “Lend a hand to save the planet”. Ask the students to leave everything behind them clean.
- Ask each student to find a spot to sit quietly and listen to the sounds around them. On the map ask them to identify living and non-living sounds and how far away they think the sounds are and mark them on the sheet. Are any of the sounds connected and why? Provide them with resource 2: Torba Farm Sound Map.



Resource 1: Location of Torba farm.

Coordinates:

25° 34' 36.79" N

51° 18' 32.91" E

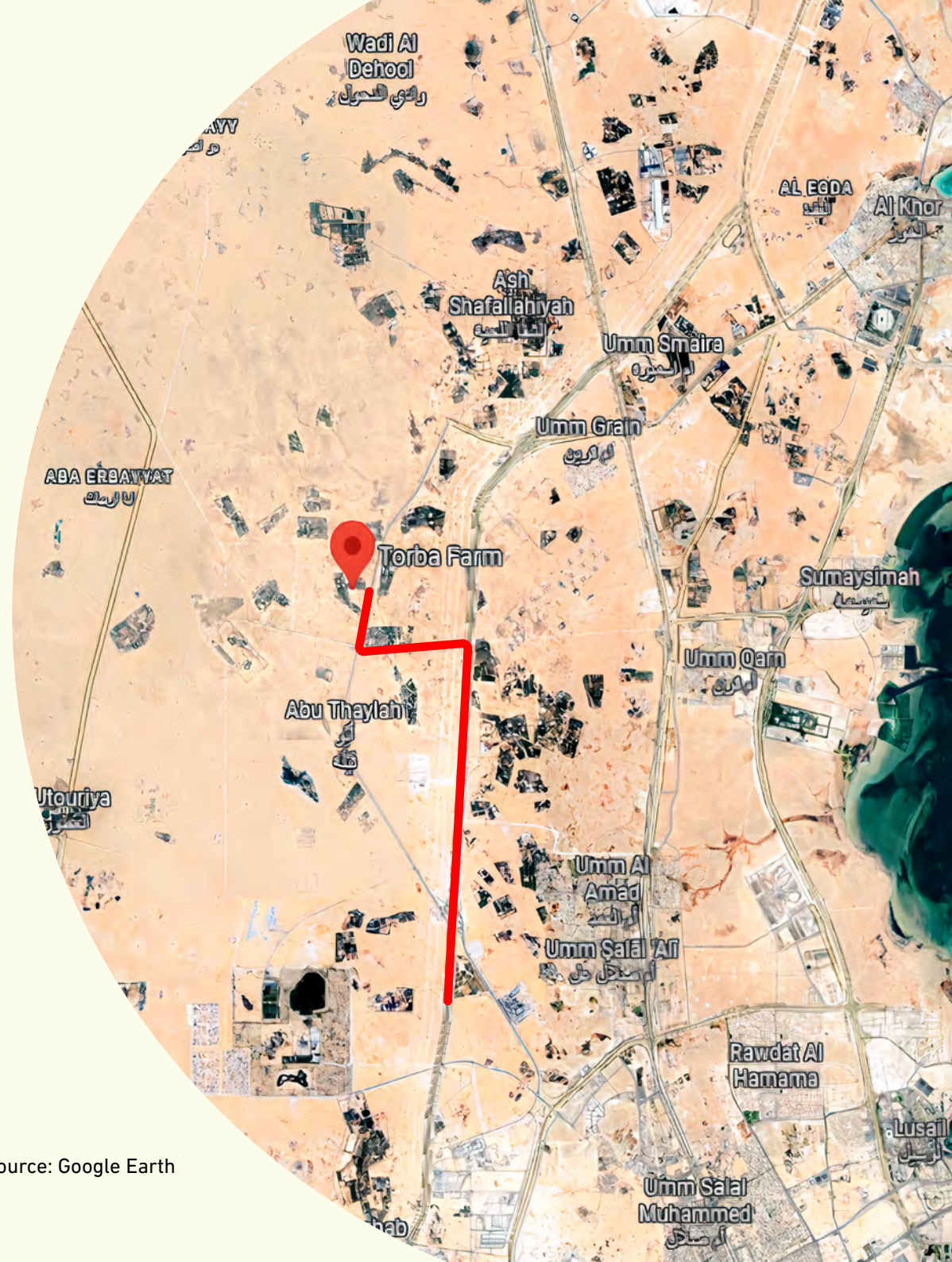
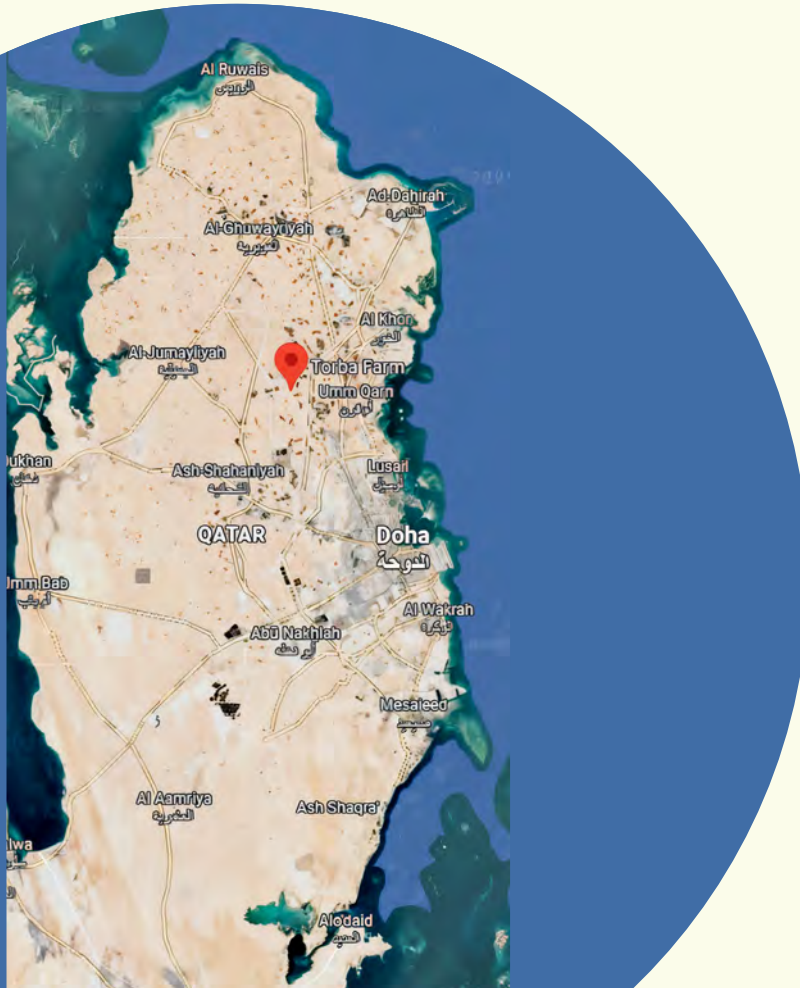
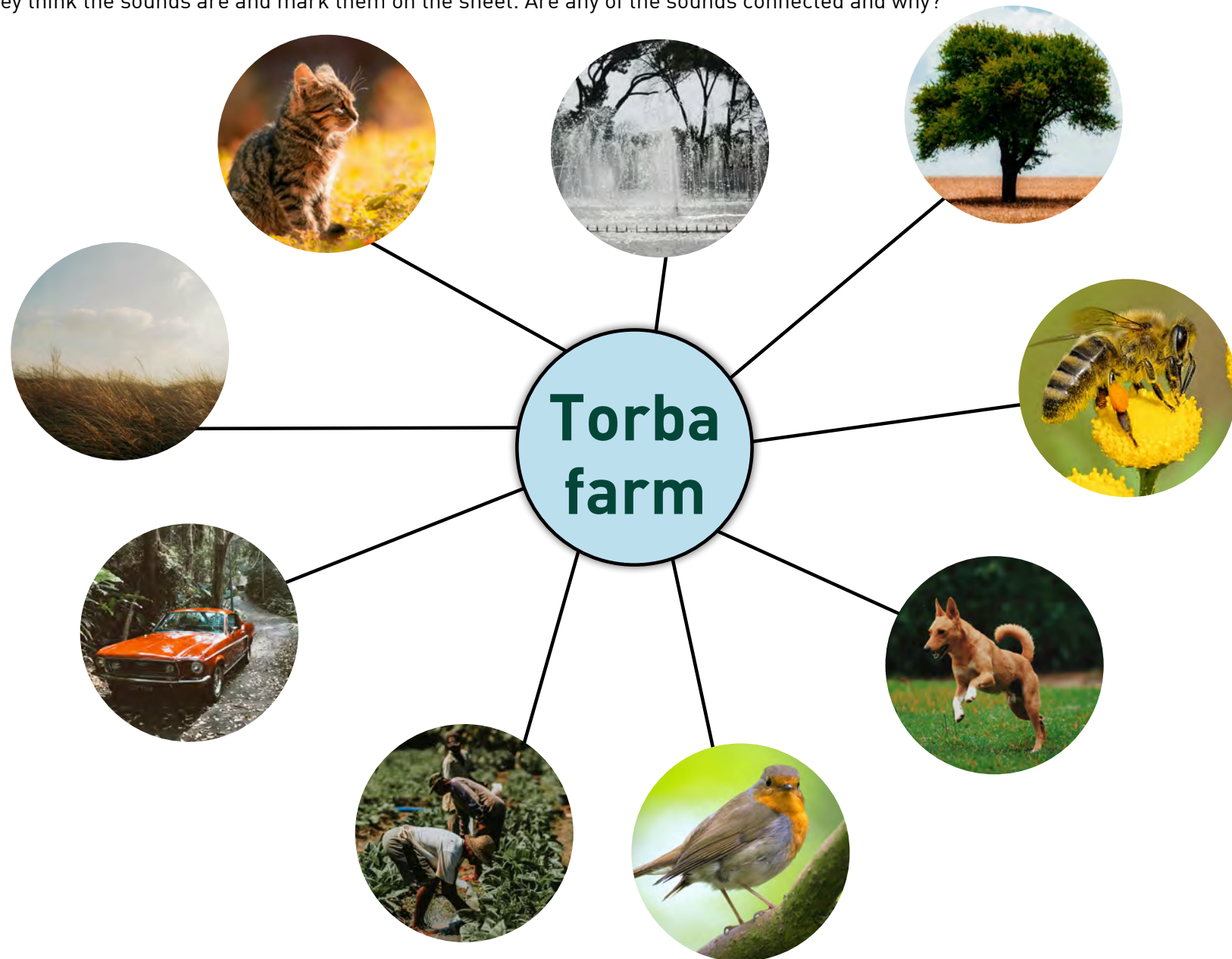


Photo Source: Google Earth

Resource 2: Torba Farm Sound Map



Ask each student to find a spot to sit quietly and listen to the sounds around them. On the map ask them to identify living and non-living sounds and how far away they think the sounds are and mark them on the sheet. Are any of the sounds connected and why?





Task 3

Nature-based Activities 14-17 Years

14-17 Years

These activities aim to deepen students' understanding of the importance of marine life and maintaining biodiversity through a field to Fuwairat Beach to witness Hawksbill Sea turtle hatching.

Under Qatar museums- Turtle Hatching Encounter activity, students will have the chance to learn about the efforts of the Ministry of Environment and Climate Change in Qatar and Qatar Museums, to protect Hawksbill Sea turtle. The sea turtles nesting season is from April- July. During this period, the ministry closes some sites in Fuwairat Beach to ensure that the sea turtles are given a safe place to nest. During August, turtle hatching encounters are offered to registered families. This is an opportunity for the school to engage families and include them in this activity to spread awareness about the importance of marine life and the value of *wasatiyyah* (Moderation).

- The activities are designed to take place at Fuwairat Beach. Families need to create a Culture Pass Family membership and register HERE.

- Students will develop practical skills for nature exploration, field work, nature protection and conservation.
- Students will articulate this ecosystem's inner workings and engage with their families and community.

In this experience, students will understand how species become endangered and how important it is to protect the environment and marine life from pollution. Students will express appreciation for Allah's creation and exercise the value of *wasatiyyah* (Moderation).

Time required/ Duration:

Classroom Session 1:

Field Session 1: 3 hours

(2 hours to travel to/from the field location, 1 hour on site. It is left up to the facilitator's discretion to extend the timings as needed.

Resources Required:

"Before-you-begin": Resources

Lesson Plan: Plastic pollution



Online Resources:

Why is biodiversity important

How do baby turtles hatch in Qatar

Best Practices:

Risk Assessment:

- The chosen location has been risk assessed and meets the following safety criteria:
 - Can be safely accessed by the school bus.
 - Is distant from anthropogenic activities such as construction and vehicular traffic
 - Near to hospitals.
- In the absence of a professional tour guide, it is highly advisable that faculty pay a site visit prior to the school field trip, to get acquainted with the surroundings, and identify and mitigate risks that may have arisen in the time since the location was first risk assessed.

Personal Safety:

- Field excursions can be very demanding in terms of energy expenditure, especially in extreme climates like the Arabian Gulf, where there is a risk of heat exhaustion.
- It is imperative that faculty and students carry with them all items listed under "Field preparedness"; that the airconditioned school bus is always near in case a participant needs reprieve from the heat or to be transferred to the emergency room. A well-stocked First Aid Kit is essential as well.
- Field preparedness:
 - Hat
 - Sunscreen
 - Water (2 liters per person)
- Field equipment: A device to take photographs; writing pads; Drawing pads; pens; colored pencils.

Activity:

Field Session 1:

1. Title of the Activity: Observe and Learn

- Connect the knowledge they gained in class to what they see in the field setting.
- Use the following questions to guide the students through this reflection activity:
 - What did you see?
 - Why are the Hawksbill Sea turtles important to the marine environment?
 - Why are they considered endangered?
 - How has plastic pollution affected the Hawksbill Sea turtle population in Qatar? How can the *wasatiyyah* (Moderation) value support our efforts to protect the habitat of species?
 - What is the role of individuals and governments in nature protection?

Title of the Activity: Share your reflection.

Ask students to reflect, in one paragraph, on their experience and the role they need to take to protect and conserve Alla's creation. How can this effort be amplified to include other habitats and what role do they suggest needs to be taken by the community and governments in protecting our unique environments considering the *wasatiyyah* (Moderation) value.



Resource 1

Site map of Fuwairit Beach

Coordinates:

26°04'43.0"N

51°21'31.9"E



Photo Source: Google Earth

Activity:



Field Session 2:

Torba Farm Visit

These activities aim to deepen students' understanding of how nature works and that it is our role to live in harmony with nature and create consumption patterns and business models that benefit both communities and nature.

Students will visit the Torba Farm to reflect on the knowledge gained in the class activities of how they can appreciate God's creation and exercise the value of *Wasatiyyah* (Moderation).

- The activities are designed to take place on Torba farm.
- Students will develop practical skills for nature exploration, field work, nature protection and conservation.
- Students will learn about organic products and how to nurture a green business.
- Students will articulate this ecosystem's inner workings and transfer this knowledge to their peers, family, and community.

In this farm, students will understand how the ecosystem in the farm operates. How are the plants, animals, insects, etc. working in a symbiotic relation to nurture the whole system. To learn about plants and their value to the community. Also, to learn how a green business is operated to achieve balance between profit and the health of the ecosystem. Students will express appreciation for Allah's creation and exercise the value of *Wasatiyyah* (Moderation) by hands-on activities at the farm. You can book the farm visit by sending an email to: visit@torba.qa.

Time required/ Duration:

Classroom Session 1:

Field Session 1: 4 hours

(1 hours to travel to/from the field location, 2 hours and 30 minutes for the activities, 30 minutes for lunch, supervised downtime). It is left up to the facilitator's discretion to extend the timings as needed.

Resources Required:

"Before-you-begin": Resources

Lesson Plan: Sustainable business models

Online Resources:

Activity:



Best Practices:

Risk Assessment:

- The chosen location has been risk assessed and meets the following safety criteria:
 - Can be safely accessed by the school bus.
 - It is distant from anthropogenic activities such as construction and vehicular traffic.
- In the absence of a professional tour guide, it is highly advisable that faculty pay a site visit prior to the school field trip, to get acquainted with the surroundings, and identify and mitigate risks that may have arisen in the time since the location was first risk assessed.

Personal Safety:

- Field excursions can be very demanding in terms of energy expenditure, especially in extreme climates like the Arabian Gulf, where there is a risk of heat exhaustion.
- It is imperative that faculty and students carry with them all items listed under “Field preparedness”; that the airconditioned school bus is always near in case a participant needs reprieve from the heat or to be transferred to the emergency room. A well-stocked First Aid Kit is essential as well.
- Field preparedness:
 - Hat
 - Sunscreen
 - Water (2 liters per person)
- Field equipment: A device to take photographs; writing pads; Drawing pads; pens; colored pencils.

A golden rule of explorers is to leave the farm in the same or in a better state than when they first arrived. Use the motto “Lend a hand to save the planet”. Ask the students to leave everything behind them clean.

Activity:

Field Session 1:

1. Title of the Activity: Observe and Learn

- Connect the knowledge they gained in class to what they see in the farm landscape.
- Ask the students to explore the Farm and observe the surroundings for half an hour. Students should use all their senses to wonder and ponder what they are experiencing.
- Guided tour around the farm:

Take a guided tour with students around the farm in different areas. Set around the water pond and reflect on the tour. You can use the following questions to guide them through this reflection activity:

- What did you observe?
- What are the characteristics of the landscape? Flora and fauna, architecture, materials used.
- How is the place different than the city?
- Why do you think the founders designed the landscape of the farm in such a way? How is it linked to *Wasatiyyah* (Moderation)?
- What is the owners' business strategy?
- What products do they produce and how?
- Where do they source their materials from?
- What do they do with the waste?
- How are they contributing to the environment and community?

Ask each student to find a spot to sit quietly and listen to the sounds around them. On the map ask them to identify living and non-living sounds and how far away they think the sounds are and mark them on the sheet. Are any of the sounds connected and why? Provide them with resource 2: Torba Farm Sound Map.



Resource 1: Location of Torba farm.

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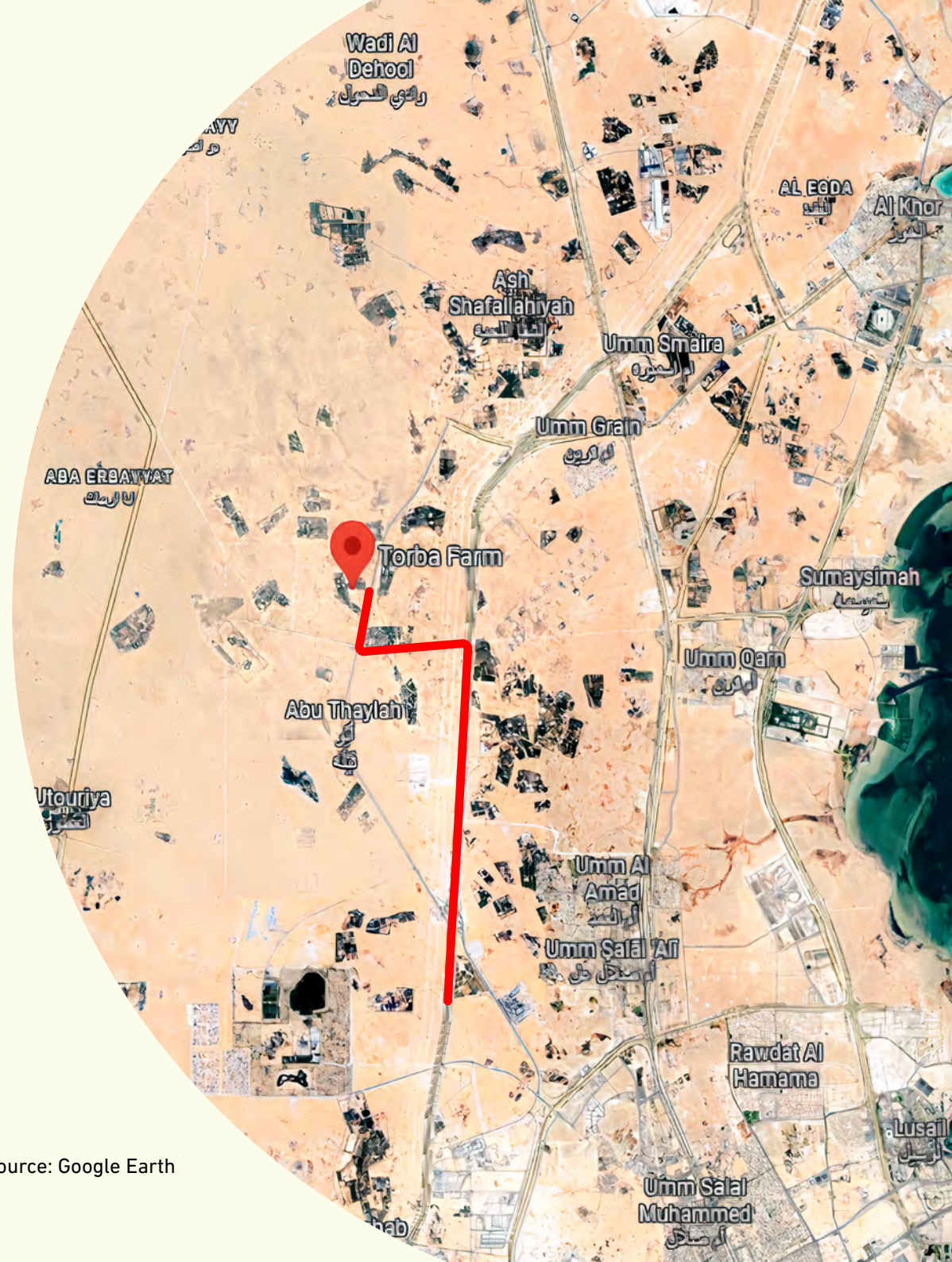
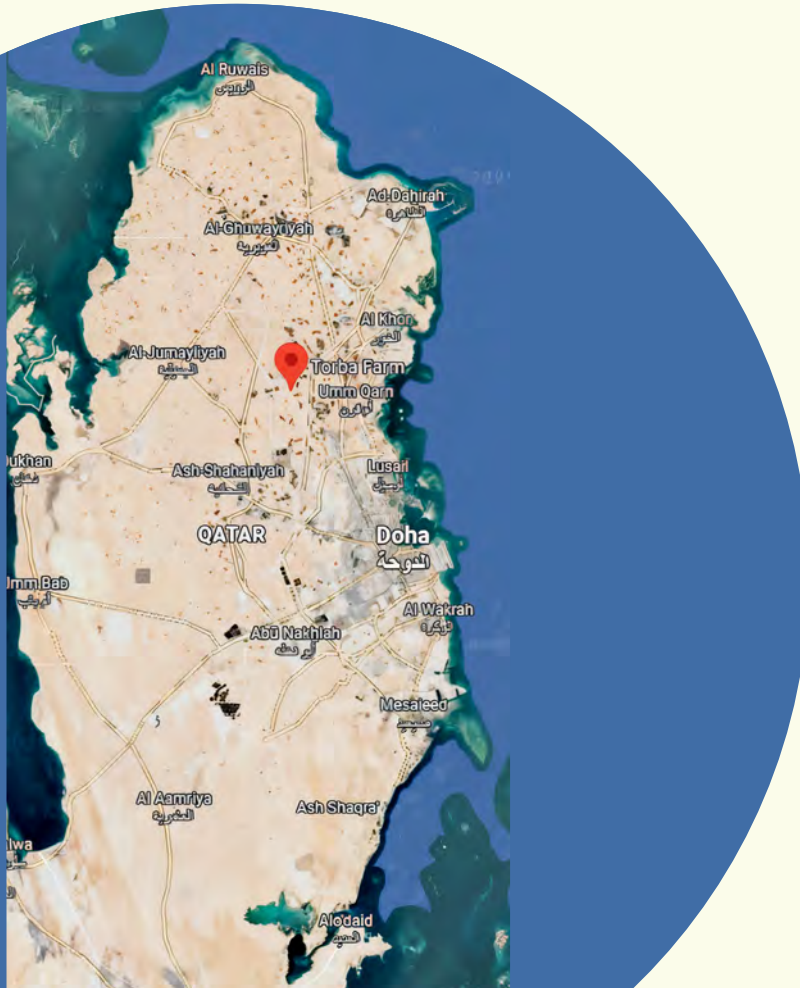
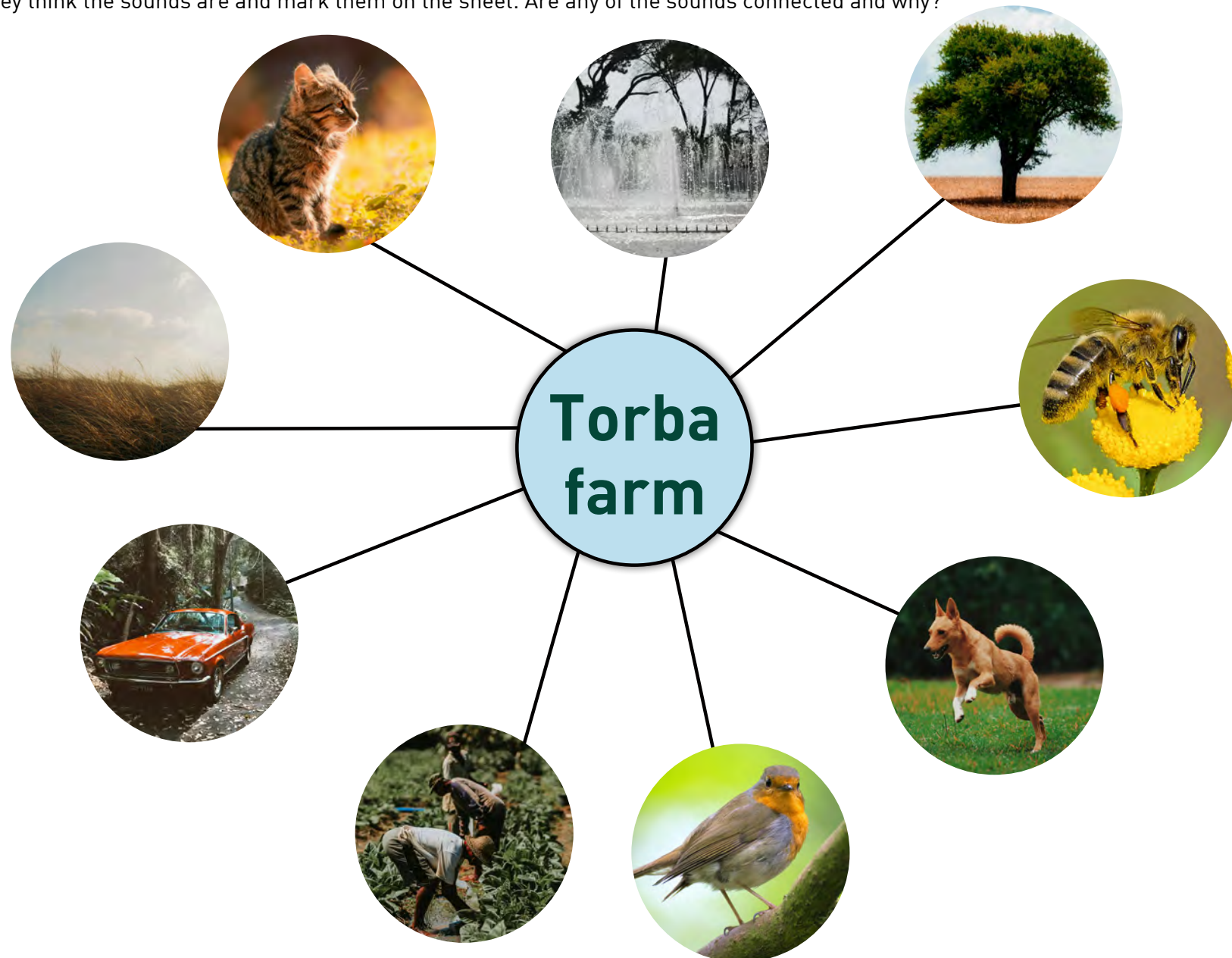


Photo Source: Google Earth

Resource 2: Torba Farm Sound Map



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Acknowledgment



Acknowledgment

The content of the lesson plans was reviewed and approved by the College of Islamic Studies in Hamad Bin Khalifa University The Dean Dr. Recep Senturk. Certain Arabic terms have nuanced meanings or synonyms that are collectively translated into English.

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