

# Cultivating our *Families upon Islam*

**IMPORTANT MATTERS GOING INTO THIS TOPIC:**

- 1. THE BEST EXAMPLE OF AN EDUCATOR**
- 2. ALLAAH'S ORDER FOR TARBIYAH**
- 3. THE FOUNDATION OF TARBIYAH IS MERCY**

**PROPHETIC GUIDELINES FOR PARENTS AND EDUCATORS BY MOOSAA RICHAROSON**

# Cultivating our *Families upon Islam*

## **GUIDELINE #1: SINCERITY OF PURPOSE**

**إِنَّمَا الْأَعْمَالُ بِالنِّيَّاتِ وَإِنَّمَا لِكُلِّ امْرِئٍ مَا نَوَى  
فَمَنْ كَانَتْ هَجْرَتُهُ إِلَى دُنْيَا يُصِيبُهَا أَوْ إِلَى امْرَأَةٍ  
يُنْكَحُهَا فَهَجْرَتُهُ إِلَى مَا هَاجَرَ إِلَيْهِ**

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## **SINCERITY OF PURPOSE:**

- 1. SEEKING THE PLEASURE OF ALLAAH ALONE**
- 2. FEARING HIS ANGER AND PUNISHMENT**
- 3. SHUNNING RIYAA' IN TARBIYAH**

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## **GUIDELINE #2: KNOWING THE VIRTUES & REWARDS**

**من دعا إلى هدى كان له من الأجر مثل أجور  
من تبعه لا ينقص ذلك من أجورهم شيئاً...**

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## **GUIDELINE #2: KNOWING THE VIRTUES & REWARDS**

...ومن دعا إلى ضلالة كان عليه من الإثم مثل  
آثام من تبعه لا ينقص ذلك من آثامهم شيئاً

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## **KNOWING THE VIRTUES & REWARDS:**

- 1. AIDS IN IMPLEMENTING GUIDELINE #1**
- 2. 'GUIDANCE' & 'MISGUIDANCE' = GENERAL, BROAD & INCLUSIVE**
- 3. CONTEMPLATING THE EFFECTS OF OUR WORK**
- 4. OUR PERSONAL EXAMPLE = ALSO GUIDANCE OR MISGUIDANCE**

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## **GUIDELINE #3: AWARENESS OF ACCOUNTABILITY**

**كلکم راع وکلکم مسؤول عن رعیتہ والأُمیر راع  
والرجل راع على أهل بيته والمرأة راعية على بيت  
زوجها وولده فکلکم راع وکلکم مسؤول عن رعیتہ**

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## **AWARENESS OF ACCOUNTABILITY:**

- 1. PARENTAL RESPONSIBILITIES**
- 2. EDUCATIONAL RESPONSIBILITIES**
- 3. UNDERSTANDING THE WEIGHT OF THE TRUST**
- 4. THIS AIDS IN IMPLEMENTING THE PREVIOUS GUIDELINES**

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## **GUIDELINE #3: AWARENESS OF ACCOUNTABILITY (CONT'D)**

ما من عبد استرعاه الله رعية  
فلم يحطها بنصيحة إلا لم يجد رائحة الجنة

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## **AWARENESS OF ACCOUNTABILITY (CONT'D)**

- 1. GENERAL WORDING = BROAD & INCLUSIVE**
- 2. NASEEHAH = EDUCATION, PROTECTION, FAIRNESS**
- 3. FAILING TO UPHOLD THIS TRUST = DESTRUCTIVE MAJOR SIN**
- 4. THE EFFECTS EXTEND EVEN BEYOND OUR DEATH!**

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## **GUIDELINE #4: BEGINNING WITH TOWHEED**

**يا معاذ بن جبل ... هل تدري ما حق الله  
على العباد؟ (الله ورسوله أعلم) فإن حق الله  
على العباد أن يعبدوه ولا يشركوا به شيئاً**

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## **BEGINNING WITH TOWHEED:**

- 1. TOWHEED = SALVATION, FULFILLING LIFE'S PURPOSE**
- 2. THE CORE MESSAGE OF ALL PROPHETS**
- 3. ISLAMIC COURSES VS. WORLDLY SCIENCES**

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## **BONUS: EDUCATIONAL TECHNIQUES IN THIS HADEETH**

- 1. CALLING OUT THE LEARNER BY NAME, REPEATING**
- 2. SPARKING THE INTEREST OF THE LEARNERS**
- 3. USING A VARIETY OF INTRODUCTORY TECHNIQUES**
- 4. QUESTION & ANSWER**

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## **BONUS: EDUCATIONAL TECHNIQUES (CONT'D)**

- 5. SETTING A TONE OF CAREFUL THOUGHT & CONTEMPLATION**
- 6. CONSIDERATION OF THE VARIOUS LEVELS OF THE LEARNERS**
- 7. TEACHING DURING A JOURNEY (OUTSIDE THE CLASSROOM)**
- 8. CLARITY IN EXPECTATIONS, REWARDS & CONSEQUENCES**

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## **GUIDELINE #5: INSTILLING STRONG ISLAMIC CHARACTER**

يا غلام إني أعلمك كلمات احفظ الله يحفظك  
احفظ الله تجده تجاهك إذا سألت فاسأل الله  
وإذا استعنت فاستعن بالله...

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## **GUIDELINE #5: INSTILLING STRONG ISLAMIC CHARACTER**

...واعلم أن الأمة لو اجتمعت على أن ينفعوك  
بشيء لم ينفعوك إلا بشيء قد كتبه الله لك...

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## **GUIDELINE #5: INSTILLING STRONG ISLAMIC CHARACTER**

...ولو اجتمعوا على أن يضروك بشيء  
لم يضروك إلا بشيء قد كتبه الله عليك  
رفعت الأقلام وجفت الصحف

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## **INSTILLING STRONG ISLAMIC CHARACTER:**

- 1. TOWHEED OF WORSHIP (DU'AA AND SEEKING HELP)**
- 2. EMPHASIZING QURANIC LESSONS (IYYAAKA NA'BUD)**
- 3. EMPHASIZING CREATION'S WEAKNESS & INABILITY**
- 4. ENCOURAGING FOCUS OF KEY FACTS & PRINCIPLES**

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## **INSTILLING STRONG ISLAMIC CHARACTER (CONT'D):**

**5. OBSERVING ALLAAH'S LIMITS IN ONE'S YOUTH**

**6. BRAVERY, COURAGE, NOT FEARING THE CREATION**

**7. ENCOURAGING ACTION, ALONG WITH RECOGNITION OF QADR**

**8. PATIENCE THROUGH DIFFICULTIES**

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## **BONUS: EDUCATIONAL TECHNIQUES IN THIS HADEETH**

- 1. CALLING OUT THE LEARNER BY DESCRIPTION**
- 2. SPARKING THE INTEREST OF THE LEARNERS**
- 3. USING A VARIETY OF INTRODUCTORY TECHNIQUES**
- 4. TEACHING DURING A JOURNEY (OUTSIDE OF THE CLASSROOM)**

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## **GUIDELINE #6: OPEN SHOWS OF MERCY AND AFFECTION**

من لا يرحم لا يُرحم  
أو أملك إن كان الله نزع من قلوبكم الرحمة؟  
ليس منا من لم يرحم صغيرنا ويعرف حق كبيرنا

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## **OPEN SHOWS OF MERCY AND AFFECTION:**

- 1. THE OBLIGATION OF SHOWING MERCY TO OUR YOUTH**
- 2. KISSING YOUNG CHILDREN IS ONE MANIFESTATION**
- 3. MEN KISSING THEIR CHILDREN IS NOT WEAKNESS**
- 4. THE DISASTER OF BEING DEPRIVED OF MERCY**

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## **GUIDELINE #7: EARLY COMMUNITY INCLUSION**

كان رسول الله صلى الله عليه وسلم يصلي  
وهو حامل أمامة بنت زينب بنت رسول الله  
فإذا سجد وضعها وإذا قام حملها

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## **EARLY COMMUNITY INCLUSION:**

- 1. CARRYING SMALL CHILDREN TO THE MASJID FOR PRAYER**
- 2. CONNECTING THEM TO PLACES OF WORSHIP & WORSHIPPERS**
- 3. MERCIFUL INTERACTIONS EVEN DURING FORMAL PRAYER**
- 4. DOES THIS LEVEL OF INTERACTION VIOLATE KHUSHOO'?**

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## **GUIDELINE #8: PATIENCE WITH THEIR FRIVOLITY**

كان رسول الله صلى الله عليه وسلم يصلي فإذا سجد وثب الحسن والحسين على ظهره فإذا منعوهما أشار إليهم أن دعوهما فلما قضى الصلاة وضعهما في حجره فقال من أحبني فليحب هذين

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## **GUIDELINE #8: PATIENCE W/ THEIR FRIVOLITY (CONT'D)**

كان رسول الله صلى الله عليه وسلم يخطبنا إذ جاء الحسن والحسين  
عليهما قميصان أحمران يمشيان ويعثران فنزل رسول الله صلى الله  
عليه وسلم من المنبر فحملهما ووضعهما بين يديه ثم قال ...

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## **GUIDELINE #8: PATIENCE W/ THEIR FRIVOLITY (CONT'D)**

...صدق الله إنما أموالكم وأولادكم فتنة  
فنظرت إلى هذين الصبيين يمشيان ويعثران في  
قميصيهما فلم أصبر حتى قطعت حديثي ورفعتهما

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## **PATIENCE WITH THEIR FRIVOLITY:**

- 1. CHILDREN ARE AN INTEGRAL PART OF A COMMUNITY**
- 2. CHILDREN UNDER 7 ARE NOT REQUIRED TO JOIN IN PRAYER**
- 3. GENTLENESS AND INCLUSION, NOT SHUNNING THEM**
- 4. SPEAKING ABOUT THEIR PRESENCE WITH GOOD WORDS**

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## **GUIDELINE #9: COMMUNITY CONCERN FOR THEIR NEEDS**

إني لأدخل الصلاة أريد إطلالتها  
فأسمع بكاء الصبي فأخفف من شدة وجد أمه به

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## **COMMUNITY CONCERN FOR THEIR NEEDS:**

- 1. CHILDREN ARE AN INTEGRAL PART OF A COMMUNITY (AGAIN)**
- 2. INDIVIDUALS' SPECIAL NEEDS GIVEN PRIORITY**
- 3. DOES THIS KIND OF INTERACTION VIOLATE KHUSHOO'?**
- 4. ADJUSTING ACTS OF WORSHIP & REACTING TO SITUATIONS**

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## **GUIDELINE #9: COMMUNITY CONCERN (CONT'D)**

كنا نصوم ونصوم صبياننا الصغار منهم ونذهب إلى المسجد  
فنجعل لهم اللعبة من العهن فإذا بكى أحدهم على الطعام  
أعطيناه إياه عند الإفطار وفي رواية تلهيهم حتى يتموا صومهم.

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## **COMMUNITY CONCERN FOR THEIR NEEDS:**

- 1. INCLUSION IN COMMUNITY ACTIVITY**
- 2. CONCERN FOR THEIR FRUSTRATION & HARDSHIPS**
- 3. PROVIDING TOYS FOR THEM IN THE MASJID**

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## **GUIDELINE #10: FACILITATING CREATIVE PLAY**

**قالت عائشة: كنت ألعب بالبنات عند النبي صلى الله عليه وسلم وكان لي صواحب يلعبن معي فكان إذا دخل يتقمعن منه فيسربهن إلي فيلعبن معي**

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## **FACILITATING CREATIVE PLAY:**

- 1. FACILITATING/ALLOWING TOOLS FOR IMAGINATIVE PLAY**
- 2. DIFFERING OF THE SCHOLARS ON IMAGES FOR CHILDREN**
- 3. NECESSARY STIPULATIONS FOR TOYS**
- 4. PLAYING WITH YOUR CHILDREN'S FRIENDS**

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## **GUIDELINE #11: FAIRNESS BETWEEN CHILDREN**

يا بشير ألك ولد سوى هذا؟ ... أكلها وهبت له مثل هذا؟ ...  
فلا تشهدني إذا فاني لا أشهد على جور ...  
اتقوا الله واعدلوا في أولادكم

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## **FAIRNESS BETWEEN CHILDREN:**

- 1. DEALING JUSTLY BETWEEN THEM IN ALL THINGS**
- 2. WHAT INJUSTICES LEAD TO AT HOME AND AT SCHOOL**
- 3. GIVING GIFTS TO BOYS AND GIRLS EQUALLY**
- 4. TAKING AN UNFAIR GIFT BACK (EXCEPTION TO THE RULE)**

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## **FAIRNESS BETWEEN CHILDREN (CONT'D):**

- 5. INSTEAD OF TAKING BACK A GIFT, GIVE OTHERS SIMILARLY**
- 6. REFERRING TO PEOPLE OF KNOWLEDGE FOR FAMILY ADVICE**
- 7. RETURNING BACK TO THE TRUTH QUICKLY AFTER MISTAKES**

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