



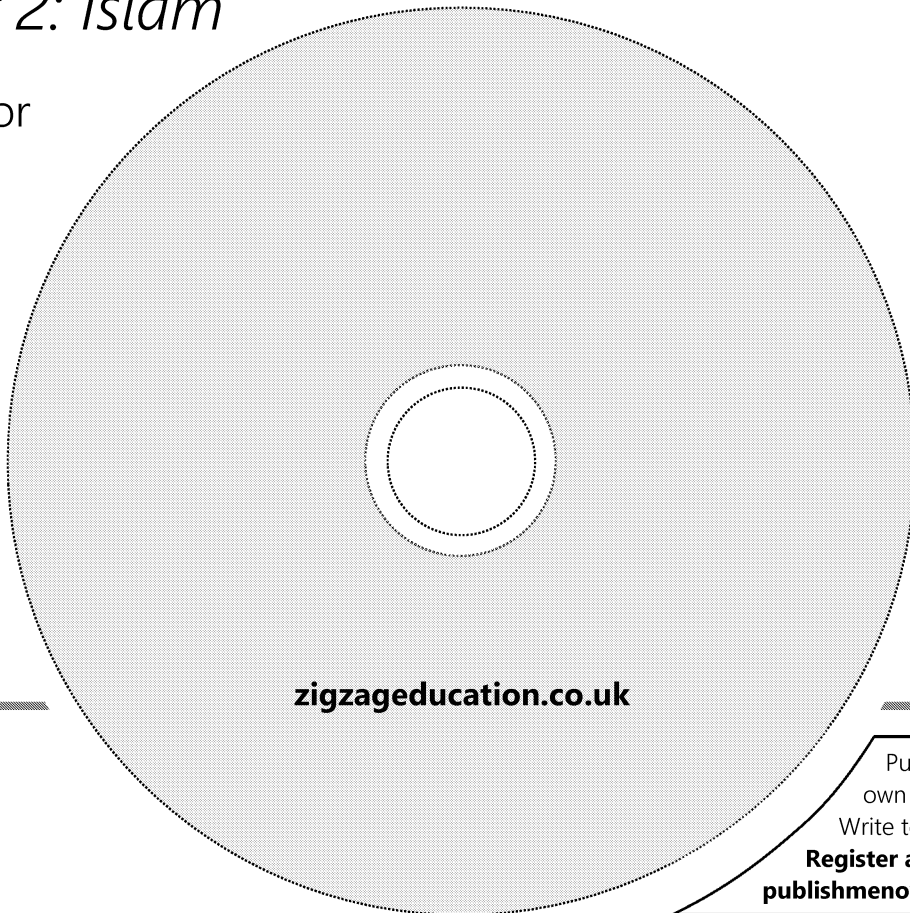
# **Keyword Activities for GCSE WJEC Religious Studies**

*Unit 2: Islam*

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## Summary of Topics

	Topic Title	Spec Reference
1	Beliefs: Prophethood	Core Beliefs, Teachings and Practices
2	Beliefs: Afterlife	Core Beliefs, Teachings and Practices
3	Practices: Muslim Identity and Ummah	Core Beliefs, Teachings and Practices
4	Practices: Festivals and Commemorations	Core Beliefs, Teachings and Practices
5	Relationships	Theme 1: Issues of Relationships
6	Sexual Relationships	Theme 1: Issues of Relationships
7	Issues of Gender and Prejudice	Theme 1: Issues of Relationships
8	Human Rights and Social Justice	Theme 2: Issues of Human rights
9	Prejudice and Discrimination	Theme 2: Issues of Human rights
10	Issues of Wealth and Poverty	Theme 2: Issues of Human rights

# Teacher's Introduction

## Overview

This resource has been produced to support teaching and learning of the **GCSE WJEC Religious Studies** specification **Unit 2 – Islam**. It covers Core Beliefs, Teachings and Practices, and Theme 1: Issues of Relationships and Theme 2: Issues of Human Rights. The learning content is covered by the following sets of keywords with matching descriptions, which cover all of the Islam topics:

### Core Beliefs, Teachings and Practices

- Beliefs: Prophethood
- Beliefs: Afterlife (Aakhirah)
- Practices: Muslim Identity and Ummah
- Practices: Festivals and Commemorations

### Theme 1: Issues of Relationships

- Relationships
- Sexual Relationships
- Issues of Equality: Gender Prejudice and Discrimination

### Theme 2: Issues of Human Rights

- Human Rights and Social Justice
- Prejudice and Discrimination
- Issues of Wealth and Poverty

There is often a variety of different English spellings for Arabic words. To make sure spellings of key terms are consistent for your students we have chosen to follow the style set out by WJEC in the specification.

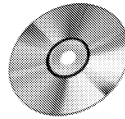
For each set, there are a number of different keyword activities on CD designed to give you a range of different options for classroom, homework and revision. This variety enables you to take a different approach to different topics – such as using the **Crosswords** as homework for one topic, and the **Match Up** as a starter for another.

Alternatively, differentiate the activity for a given topic; for example, you might want to give your stronger students the **Crosswords** early on while you start weaker learners on the **Match Up** (where terms and definitions are both available). **Domino** and **Bingo** activities add an element of fun and reinforcement, as well as potential for pair and group work. Finally, the **Flash Cards** come into their own for revision and the **Table Fill** and **Write Your Own Glossary** allow students to test their understanding by correctly filling in keywords or definitions.

For more information about the different activities included, see overleaf →

## Digital Format!

All of the activities are provided electronically on the accompanying CD. To use on a school network, the entire contents of the CD need to be copied and pasted into an accessible location.



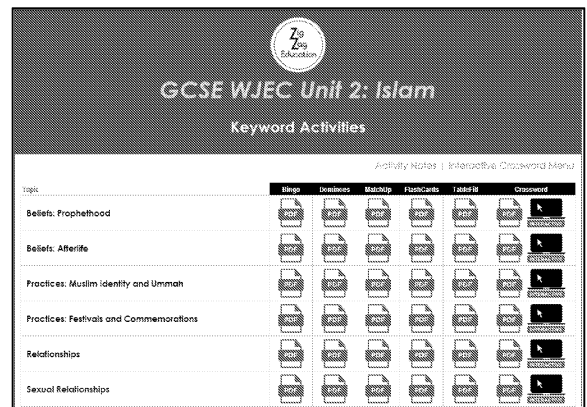
Providing easy access to the activities are two HTML menus:

### 1. Access All Menu

Location: [index.html](#)

This menu, designed primarily for teacher use, includes links to everything provided on the CD – allowing you to easily select what you need when preparing your lessons.

If you intend to give learners access to this menu, then be aware that it does include links to the solutions.



### 2. Interactive Crossword Menu

Location: [interactive-crosswords/index.html](#)

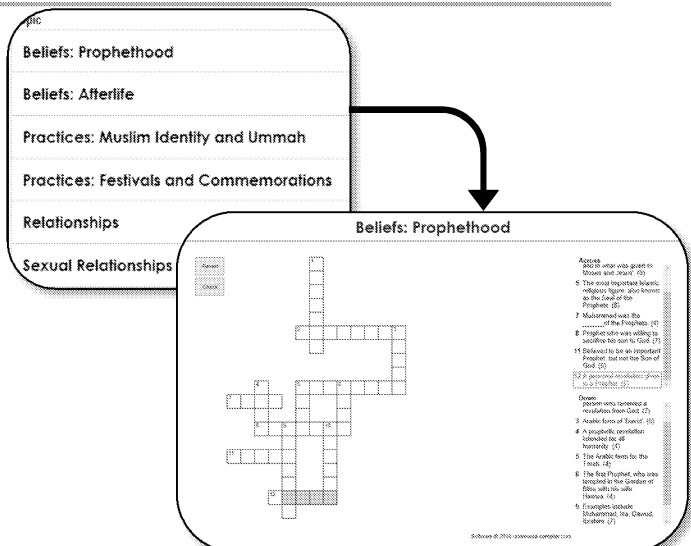
This menu, which can be accessed via the *Access All Menu*, is included to allow learner access to just the interactive crosswords (without the answers).

### Free Updates!

Register your email address to receive any future free updates\* made to this resource or other Religious Studies resources your school has purchased, and details of any promotions for your subject.

\* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

Go to [zzed.uk/freeupdates](http://zzed.uk/freeupdates)



## Activity Types

All activities are provided as PDF files, allowing for easy printing and sharing on your school's internal network or VLE. In addition, each of the single-page activities (*crosswords*, *match up* and *table fill*), as well as the solutions, are provided on paper too.

The activities included in this resource are as follows:

### Bingo

Each student is given a different bingo card containing a selection of words from the set. The teacher reads the definitions using the Bingo Question Sheet or Keyword Answers and the student must match the definitions to the words on their card to complete rows, columns, and the full bingo card. The bingo activity is available for sets with 12 or more words.

✓ PDF

### Crosswords

These traditional keyword activities are equally effective as lesson or homework activities – and are also an excellent way to ease students into their revision programme.

✓ PDF ✓ PAPER



In addition to the photocopiable worksheets and PDF, the crosswords are provided in interactive format on the accompanying CD-ROM. These are web-based (HTML5) and will run straight from your Internet browser.

### Dominoes / Loop Cards

This is essentially another match-up activity, but this one is designed to be used in a more active way to engage students. It is recommended that students work in pairs or small groups.

✓ PDF

Half of each card contains a keyword, and the other contains a description. To complete the activity, students must align all the cards in the correct order. There is a 'Start' and a 'Finish', meaning that if any cards are left outside of the chain, then students have gone wrong somewhere.

### Match Up

Students match descriptions to their keywords by drawing lines between them. Because there are similar descriptions and keywords, students are likely to make the odd mistake while completing the activity, so it is recommended that they use a pencil to start with! By eliminating the keywords that they are familiar with, students can then think about and learn the ones that they are less confident with.

✓ PDF ✓ PAPER

### Flash Cards

These are a helpful revision tool. To make the cards, fold the page in half, then cut each card and stick together so the keyword is on one side and the definition on the other. In addition, students could use these to play a game of pairs. Cut each card in two and place face down on the table. Students will then take it in turns to turn over two cards with the aim of matching up a keyword to its definition. Matched-up cards are removed and the game is finished when all the cards have been matched.

✓ PDF

### Glossary Builders

#### Table Fill

Nothing fancy – students simply write the keyword which is being described, without any other help. Because this activity tests the students' own knowledge, it is best used as a homework activity at the end of each topic or during revision. This then acts as a check that students have grasped the key terminology for each topic. Alternatively, it could be given to students at the beginning of the topic, to see what they already know.

✓ PDF ✓ PAPER

#### Write Your Own Glossary

Like the Table Fill, this activity can be used to test students before learning a topic, or as a revision tool after learning a topic. Students are given a list of the keywords and need to produce their own definitions. Using Table Fill and Write Your Own Glossary, lessons can be differentiated for all levels of learner.

✓ PDF

## **Selected Activities and Completed Glossary Page**

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This sample shows one example of several activities.  
The whole resource contains approximately 70 activities –  
6 or 7 activities for each of the 10 topics.

The resource covers 143 key terms.

## **Beliefs: Prophethood** (Table Fill)

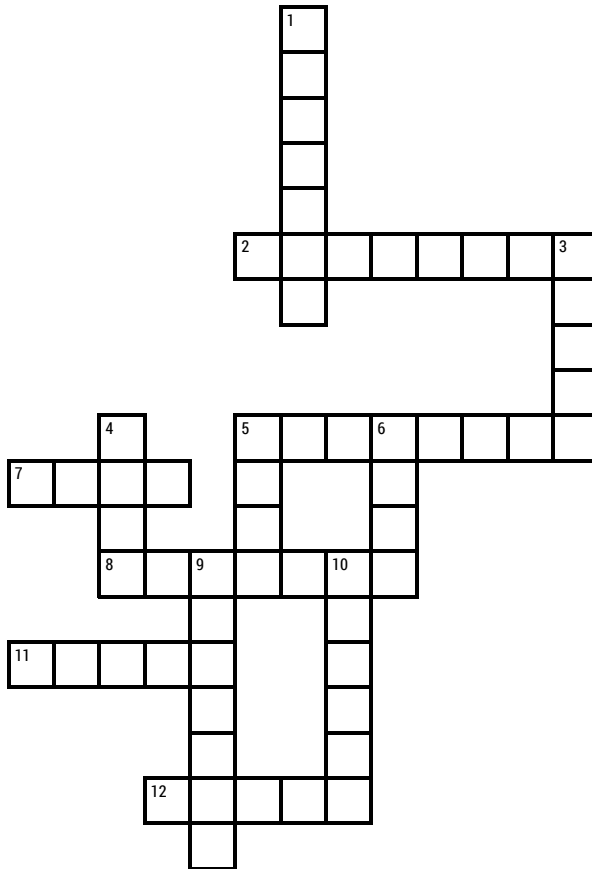
This is the final Prophet, who is believed by Muslims to be the father of Islam, who received the final revelation of the Qur'an from God.	
The first man God created, and the first Prophet in Islam. He is regarded as the father of all mankind.	
The Arabic form of Abraham; an important Prophet within Islam remembered for his obedience.	
The Arabic form of David; an important Prophet in Islam.	
The Prophet Moses, who received the Tawrat.	
The Arabic word for 'Jesus', believed to be an important Prophet in Islam.	
Son of Ibrahim, famous for his willingness to be sacrificed to God.	
A term commonly used to refer to Muhammad, as he was the last in a line of 124,000 men chosen by God to receive revelation.	
The concept within Islam of the importance of the Prophets and Prophethood.	
A Prophet who is given revelation specifically for themselves.	
A prophet who is given a revelation for all humanity.	
Messages from God to humans; Qur'an 3:136 states that previous forms were given to Abraham, Ishmael, Isaac, Jacob, the Patriarchs, Moses and Jesus.	
These are the individuals to whom Muslims believe God has sent revelation.	

## **Beliefs: Prophethood** (Match Up)

1	A prophet who is given a revelation for all humanity.
2	A Prophet who is given revelation specifically for themselves.
3	A term commonly used to refer to Muhammad, as he was the last in a line of 124,000 men chosen by God to receive revelation.
4	Messages from God to humans; Qur'an 3:136 states that previous forms were given to Abraham, Ishmael, Isaac, Jacob, the Patriarchs, Moses and Jesus.
5	Son of Ibrahim, famous for his willingness to be sacrificed to God.
6	The Arabic form of Abraham; an important Prophet within Islam remembered for his obedience.
7	The Arabic form of David; an important Prophet in Islam.
8	The Arabic word for 'Jesus', believed to be an important Prophet in Islam.
9	The concept within Islam of the importance of the Prophets and Prophethood.
10	The first man God created, and the first Prophet in Islam. He is regarded as the father of all mankind.
11	The Prophet Moses, who received the Tawrat.
12	These are the individuals to whom Muslims believe God has sent revelation.
13	This is the final Prophet, who is believed by Muslims to be the father of Islam, who received the final revelation of the Qur'an from God.

<b>Muhammad</b>	
<b>Adam</b>	
<b>Ibrahim</b>	
<b>Dawud</b>	
<b>Musa</b>	
<b>Isa</b>	
<b>Ishma'il</b>	
<b>Seal of the Prophets</b>	
<b>Risalah</b>	
<b>Rasul</b>	
<b>Nabi</b>	
<b>Revelation</b>	
<b>Prophet</b>	

## Beliefs: Prophethood



### Across

- 2** Surah 2:136 '... in what was \_\_\_\_\_ to Abraham, Ishamael, Isaac and Jacob and in what was given to Moses and Jesus'. (8)
- 5** The most important Islamic religious figure, also known as the Seal of the Prophets. (8)
- 7** Muhammad was the \_\_\_\_\_ of the Prophets. (4)
- 8** Prophet who was willing to sacrifice his son to God. (7)
- 11** Believed to be an important Prophet, but not the Son of God. (5)
- 12** A personal revelation given to a Prophet. (5)

### Down

- 1** Muhammad was an example of this type of person who received a revelation from God. (7)
- 3** Arabic form of 'David'. (5)
- 4** A prophetic revelation intended for all humanity. (4)
- 5** The Arabic term for the Torah. (4)
- 6** The first Prophet, who was tempted in the Garden of Bliss with his wife Hawwa. (4)
- 9** Examples include Muhammad, Isa, Dawud, Ibrahim. (7)
- 10** Son of Ibrahim and Hajjar. (6)



# Beliefs: Prophethood

