



Call to the Light

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MUAAZZIN

11TH DHUL-QI'DAH 1428

Newsletter No.58

22ND NOVEMBER 2007

Important dates

27th Nov (Tuesday) – Year6 & 10 Graduation

Hadith of the week

Hazrat Jaabir R.A. reports that Rasulullah Sal'am said: "A Hajji never becomes poor and destitute." By the way of further elucidation, we quote another Hadith. Rasulullah Sal'am said: "performing Hajj and Umrah many time drives away poverty." In another Hadith it is stated that: "Continuous Hajj and Umrah prevents a Muslim from leaving this life with a bad ending, and keeps away poverty."

In one Hadith it is mentioned: "Perform Hajj and become rich, travel and become healthy." In other words, change the air, places and weather, often bring about better health. This has been experienced time and again.

In another Hadith it is related that : " Continuous Hajj and Umrah keeps away poverty and sin in the same way that fire removes rust from iron."

Qur`aan Exams

The Qur`aan exams for all students in Grades Prep to 2, and only the girls in Grades 3 to Yr 10 will commence this Thursday, the 22nd November, and will span over the next week.

We urge parents and guardians to assist their children to prepare themselves as much as possible, to achieve their best results.

The Grades 3 to Yr 10 boys' exams will be held one or two weeks later, and an appropriate notice will be issued when the time nears.

Joy Forever, Grief Forever

All through the centuries Allah sent down thousands of messengers, dozens of books, and one Message. This central Message has three components. 1) Allah is the Creator and the Master of the universe. He is the One we must worship and obey. 2) He sent down guidance through messengers and books. 3) Just as death is certain in this world, so is resurrection in the Hereafter. Then everyone will face everlasting consequences of their response to Allah's commands: joy forever or grief forever.

It is this last part that can bring immediate clarity and concentration to our minds and change the call of the messengers from "interesting" to immensely serious and urgent. The messengers do not do philosophy or present theories. They have News for us and it is extremely urgent. That is why the Qur'an refers to the messengers as nadhir (warners) and describes this as their primary mission: "We have sent emissaries only as heralds and warners while those who disbelieve idly argue away so they may refute the Truth by means of it. They treat My signs and what they are warned of as a joke!" (Al-Kahf 18:56)

This is a life-altering message. Anyone who understands and accepts it can no longer remain the same old person who did not understand or accept it. It says that this world is not what it appears to be. This is not our destination; what happens to us here is not our ultimate destiny. Any life lived here on the assumption that this life is all there is to it will be entirely wasted.

It is impossible for our thoughts and actions to be right and righteous in the absence of belief in the Hereafter. How many people will resist temptations if there are no consequences to be feared for doing so? And for how long? How many will engage in good even though it costs and avoid evil even though it seems to pay? Human beings are driven by rewards and punishments. But the only perfect system of reward and punishment is offered by the Hereafter. Therefore it is impossible to fix this world by ignoring the Hereafter.

We can now appreciate the emphasis Islam places on remembering death and resurrection. As a Muslim wakes up, he says: "Praise be to Allah Who gave us life after death and unto Him is the Resurrection." When he goes to bed his prayer is: "O Allah, in Your name do I die and live." When he begins eating he says: "O Allah, bless us in what You have provided for us and protect us from the Fire." When he rides he says: "Glory be to Him Who has subjected these to our (use), for we could have never accomplished this (by ourselves). And to our Lord shall we be sent back." (Az-Zukhruf, 43: 13-14). So our sleep reminds us of our death and all through the waking hours we keep on refreshing that remembrance. In regular prayers and while reading the Qur'an it is impossible to continue for any length of time without being reminded that this life is temporary and our permanent abode is in

The Hereafter. A beautiful dua (supplication) further highlights a Muslim's concerns: "O Allah, do not make this world our greatest worry, the sum total of our knowledge, and the object of our desires."

The person who always remembers the Hereafter is like the driver who constantly keeps his eyes on the destination. He is the only one likely to successfully get there.

Qur`aan Competition

Assalaamu Alaykum,

We are pleased to announce that the Girls' Qur`aan competition was held with great success. The winners are tabled below. Awards and gifts will be handed out as soon as they are prepared, which will, Insha`Allah be over the next day or two.

Category 1 (Lower Naathirah, Reading Juz 29,30,1)

Pos	Name	Grade
1 st	Ali Khalid Abubakar	1C
2 nd	Sara Elsayed	2B
3 rd	Khairia Abukar	3B
4 th	Sofia Mirza	3B

Category 2 (Upper Naathirah, Reading Juz 2 to 15)

Pos	Name	Grade
1 st	Moutasembillah Aboeid	2A
2 nd	Ayesha Mansoor	2A
3 rd	Ayat Elmakari	4A
4 th	Yasemin Huseyin	3A
5 th	Fatima Khan	2C

Category 3 (Lower Hifz, Juz 30)

Pos	Name	Grade
1 st	Mashkura Niaz	4A
2 nd	Khaled Mohi Uddin	1B
3 rd	Ayse Nur Uguz	6A
4 th	Zeineb Zuhara Iqbal	1B
5 th	Hanan Haddad	4A

Category 4 (Upper Hifz, Juz 29, 30)

Pos	Name	Grade
1 st	Fatima Ali	1B
2 nd	Yasmine Kassab	8A
3 rd	Tajmira Uddin	Prep B
4 th	Sara Bakah	5A

Category 5 (Hifz - 1/2 Qur`aan)

Pos	Name	Grade
1 st	Aniisa Hassan	Grade 6/Hifz B
2 nd	Aisha Mohammed	Grade 4/Hifz B

3 rd	Sadia Mia	Grade 5/Hifz B
4 th	El-Shayma Ismail	Year 10/Hifz A
5 th	Fatima Baran	Grade 5/Hifz B

Category 6 (Hifz - Full Qur`aan)

Pos	Name	Grade
1 st	Sharifah Yashera Syed	Aalimah
2 nd	Mumtahena Anwar	Aalimah
3 rd	Aisha Baran	Year 7/Hifz A
4 th	Huriye Yazici	Year 10/Hifz A
5 th	Sumera Khan	Grade 5/Hifz A

Developing Understanding about Different Types of Speaking & Listening Ms Almadhoun

It is important that children develop an awareness of the ways in which speaking & listening is adjusted according to the context. A context is created by the people they are speaking & listening to, the situation they are in and the topics being discussed. Parents can help their child to develop these skills in some of the following ways.

Develop Understanding	Things Parents Can Say or Do
Who are we speaking to and what is the purpose?	Teach your child about the different behaviours that are needed for different situations, e.g. "When we're in the library, we have to talk softly because other people are reading or studying."
Give your child feedback about their speaking and listening.	Comment on behaviours that are appropriate and offer suggestions if your child might be struggling, e.g. "You explained that game to your friend clearly. Sometimes you need to slow down when you're explaining."
Model and discuss how to include relevant information when speaking.	Discuss speaking situations in advance. Help your child to plan to meet the needs of others. Give your child suggestions by saying things such as "I think Grandma would like to hear about your class work" or "let's call Auntie Lucy to tell her about your science incursion. She likes learning about growing things."
Draw your child's attention to the way ideas and feelings are communicated through speaking &	Point out words that can influence, e.g. "The ad for the cereal uses the words vitamins and minerals because they are important things to keep us healthy."

listening.		
Encourage your child to use verbal and non- verbal language to create meaning.	Teach your child ways to ask for and give attention, by saying things such as "Use <i>people's names when you want to speak to them so that they are looking at you and you are looking at them.</i> "	
Parents can also help children understand different types of speaking & listening that are needed for different purposes. The following table lists the different roles that people undertake as speakers and listeners.		
Purpose	Speakers learn to....	Listeners learn to....
Getting things done	ask persuade request explain	help provide do things asked find things
Controlling the behaviour, feelings or attitudes of others	set tasks help instruct direct organise negotiate	follow instructions follow rules use facial expressions follow agreement ask questions
Getting along with others	initiate sympathise argue repair	repair restate suggestions empathise encourage accept different ideas
Expressing individuality and personal feelings	state opinions recount experiences state feelings confront	hear points of view redirect judge evaluate
Creating stories, games, new world and new texts	tell stories think of new ideas imagine play	respond imagine join in
Communicating information	state facts comment inform impart knowledge share skill share history	receive knowledge ask clarify sort
Entertaining others	divert/ initiate perform recite seek attention play with words/ actions use humour	give attention take turns anticipate evaluate consider feelings use body language

Grade 4 Science experiments

Yesterday, on October the 16th, my class went to the science lab to do some science experiments. When we got there, we decided to do the best 2 experiments. Our first experiment was about rice and a ball, we had to fill a jar with rice and put the ball at the bottom then we shook it back and forth. The demonstration was from sheikh Tasneem, following which; we had to do it by our self.

The next thing we did was to make invisible ink appear. I was thinking this was going to be the most exciting experiment. We had to get some lemon juice, add some water to it and mix, then get a tooth pick and start to write a secret message on a paper. After awhile we put the paper over some fire, suddenly words started to appear! The message wasn't a secret any more! That was our last experiment I had so much fun. When the bell rang we had to go back to class and finally we had our lunch.

Rizwan Mohammed 4B

Muhsin's experiment: Making the volcano

Materials:
Bottle, tray, flour, colour essence, vinegar, baking soda, detergent and water.

Steps:
Get a bottle
Put it in a tray
Put some dough around the bottle
Add some baking soda into the bottle
Pour in some warm water
Add some colour essence
Add some detergent
Pour in some vinegar
MISSION ACCOMPLISHED! Vesuvius erupts!

Muhsin Ahmed 4B

The bouncing egg

The third experiment is the bouncing egg.

The materials' you need are
Egg, salt, water and cup

Steps
1. First add water and see if the egg floats.
2. Then take the egg out and add salt.
3. Then see if the egg floats.

Evaluation
Was it achieved?

ISMAIL DUZGUN 4B
THE END



HAPPY, HEALTHY BODIES!!



- ✦ Teach your kids that their body size and weight are just one part of who they are. Point out that everyone is a different shape and size, just like hair and eye colour, shape is a normal part growth and development.
- ✦ Set a good example. Putting down your own body in front of your kids sends a clear message that it's OK not to like yourself. Focus on health not weight.

- ✦ Encourage active possibilities and limit inactive possibilities. Encourage outside play after school instead of watching the TV or playing computer games.
- ✦ Don't refer to foods as 'good' or 'bad' but rather 'everyday', 'healthy' or 'sometimes' foods.
- ✦ It is easier for a child to make good food choices when access to less healthy choices is limited.
- ✦ Save high fat and high sugar foods for treats and celebrations.
 - ✦ Children may need encouragement to eat more, rather than less, but of a broader range of healthier foods.
 - ✦ Exposing children to a wide variety of foods will embed a preference for these foods later in life (even if they complain about eating their greens as a teenager!)
 - ✦ Make family mealtimes part of your routine. Whenever possible, sit and eat together as a family and have the TV turned off.



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