



Muazzin

13TH RAMADAN 1430

Newsletter No.84

3RD SEPTEMBER 2009

Important dates

- Friday 11th of September – Girls Iftar Program
- Monday 14th of September – Humanities Incursion for years 9 and 10
- Thursday 17th of September – Last day for term 3
- Friday 18th September – Reporting Day (Student free day)
- Monday 5th of October – Term 4 Begins

Hadith of the Week



Allah's Messenger (SAW) said (meaning more or less), "Ramadan, a blessed month, has come to you during which Allah has made it obligatory for you to fast. In it the gates of Heaven are opened, the gates of al-Jahim are locked, and the rebellious devils are chained. In it Allah has a night which is better than a thousand months. He who is deprived of its good has indeed suffered deprivation."

Hadith Narrated by AbuHurayrah (ra) [Ahmad and Nasa'i transmitted it.]

Important Events of Ramadan



17th Ramadan 2 A.H. Battle of Badr

The Battle of Badr on Friday, 17th Ramadan was a key battle in the early days of Islam, in which a smaller army led by Muhammad (SAW) routed a much larger army of non-believers with the help of Allah (SWT).

21st Ramadan 8 A.H. The Opening of Makkah (Conquest of Makkah)

When Islam was well established in the hearts of the Muslims, Allah decided that the time had come for His Messenger (SAW) and his community to enter Makkah. They would purify the Ka'bah so that it would be a blessed place of guidance for the whole world.

Humanities - Achievement Report



We have had an excellent year so far in Term 1 and Term 2.

In Term 1 the year 7 has covered Geospatial Skills, which involved visual images of maps and satellites. They were taught how to read and understand maps. Students also covered The Asia Pacific Region, which involved exploring: countries, landforms, the environment and the natural disasters which have occurred in the Asian Pacific Region.

As for Term 2, the Year 7 has covered Uncovering the Past, which involved studying ancient cultures and traditions, ancient history, how archaeologists dig for remains from the past, and how civilization was developed. Currently, the students are covering Ancient Egypt, which includes learning about the Ancient Egyptian civilization. The students will be watching a documentary on Ancient Egypt which will give them an opportunity to have a wider and clearer understanding.

The 9\10 Kitab students, in Term 1 have studied, Our Political and Legal System. This topic examines the different forms of Government in Australia, how parties function, the federal election, and how governments create or change law. For Term 2 the students are examining the First Australians in Australia, (Indigenous people). This topic includes: the relationship that Indigenous people had with the land, their first contacts with the British Colonies, how the British treated the Indigenous tribes and illnesses that the white people brought to Australia.

[Humanities Department]

Humanities Classes 9 & 10 Boys



Alhamdulillah, the Boys' Humanities Classes, years 9 and 10, have been going quite well. The year 9 class is currently learning about **Australia's Political and Legal Systems**. This includes topics on elections, voting, how laws are made, Islamic Law and the various levels of government. Students have already watched a DVD on how the parliament works, and have performed some role plays as well.

The year 10 Boys' Humanities class on the other hand is currently studying **Helping the Developing World**, examining topics as broad as defining and measuring poverty, contributing factors of poverty, what can be

done about poverty and what is being done by countries as well as non-government organisations. As part of this unit, students are examining how they can help the poor through various projects.

Congratulations to the following Humanities students for improved behaviour and work effort in term 3.

Top 3 students in year 9 Term 3 weeks 1-5

1. Taimoor Shah
2. Hassan Ahmad
3. Abdullah Mawar & Abdelrahman Omara

Top 3 students in year 10 Term 3 weeks 1-5

1. Wafeek Nahas
2. Celal Isitan & Ishraq Samsudeen
3. Abdullah Ankara

Top 3 students in year 9 Girls' Humanities Term 3 weeks 1-5

1. Doa Mustafa
2. Busra Guler
3. Aisyah Esfandiar

[Humanities Department]

Supporting Comprehension



Talking to your child about what he or she has been reading or what you have been reading together is a wonderful opportunity to make connections with his or her life, talk about opinions and to understand what the text is about. Asking questions is one way your child can respond to texts to show they understand. Different types of questions will provide more information about your child's understanding of the text.

Right There' (Literal) Questions

These questions focus on what the author said and usually require the child to remember specific information, e.g. *events, characters, main ideas*. It is helpful to follow up these types of questions with "How did you know that?" or "Can you show me where it says that?", "what's your evidence?" where did you get the clue from?"

'Think and Search' (Inferential) Questions

The answers to these questions can be found in the text but not necessarily in one place. The child has to 'put the answer together' from various sections or sentences in the text, e.g. "Why do you think ... behaved in that way?" These questions are sometimes the *how* and *why* questions.

'Author and Me' (Interpretive) Questions

These questions require the child to base the answer on the text but also draw on what they know to reach an answer. To answer these questions the child needs to have read the text, as the answers are not wild guesses, e.g. "The author has saidwhat does she mean by that?", "why do you think the author

used this expression?", "what did the author want to say here?"

'On My Own' (Critical or Evaluative) Questions

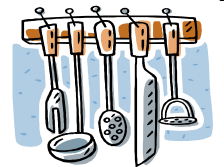
These questions go beyond the text, asking for the child's own opinions or judgements.

The answers are not in the text at all. The text provides a starting point for discussions about the underlying messages, e.g. "I wonder why Daniel pretended he didn't hear the comment..."

It is not necessary to ask each type of question every time a text is read. Sometimes your child will stop and ask you questions, and other times you may ask the questions and direct your child's attention to specific things in the text. This should always be a fun way to explore the text and to stimulate discussions, not a time when the child feels 'tested' or 'interrogated'.

[Ms Hadeel Almadhoun]

Healthy eating



What should you be eating?

The American journalist and author Michael Pollan famously sums up healthy eating in his most recent book *In defense of food*, by saying, "Eat food. Not too much. Mostly plants." He also suggests it should be "real food — the sort of food our great-grandmothers would recognise."

It's a beautifully simple way of saying what we've all heard before, but often don't do. Below is a more detailed checklist. The recommended servings are designed for people aged between 19 and 60.

Eat a wide variety of nutritious foods For example, eat as many different-coloured fruit and vegies as you can; include different cereals, nuts, legumes and seeds.

Eat plenty of vegetables, legumes and fruit At least two serves of fruit and five of vegies (including legumes) each day. A serve of fruit is about one medium-sized or two small pieces; for vegies, it's about half a cup, cooked.

Eat plenty of cereals, preferably wholegrain At least four serves a day for women and six for men. A serve is two slices of bread or a cup of cooked rice or pasta, for example.

Include lean meat, fish, poultry and/or alternatives such as legumes and nuts Eat a moderate serve of lean red meat three or four times a week. If you don't, you need to make sure you eat other foods high in iron. Two to three meals of fish a week are recommended to obtain omega-3 fatty acids. Vegetarians should choose from a variety of legumes (beans and lentils), green vegetables, nuts and seeds to get their iron and other important nutrients.

Include dairy foods and/or alternatives — mainly reduced or low-fat ones Two to three serves a day are recommended for women and two to four serves for men. A serve is a cup of milk, 40 g of cheese or 200 g (a tub) of yoghurt. Dairy alternatives include calcium-fortified soy drinks, calcium-fortified tofu, a cup of almonds, five sardines or half a cup of canned pink salmon (with bones).

Drink plenty of water Choosing water most of the time as a drink means you avoid unnecessary kilojoules.

Don't eat too much saturated or Trans fat Together, they shouldn't make up more than 10% of the kilojoules you eat. Saturated fat is the main type in milk, cream, butter, cheese, fatty meats, palm and coconut oil, while trans fat is in hydrogenated vegetable oil and many processed foods (including fast foods, biscuits, pastries and cakes).

Don't eat too much salt Choose low- and reduced-salt versions of foods such as bread, breakfast cereals, crackers, baked beans and other canned foods, soups, spreads and sauces; limit how much takeaway food you eat.

Don't eat too much sugary food Sugar contains kilojoules, but no vital nutrients. Don't eat too much confectionery, soft drinks, cakes, biscuits and pastries. While it's OK to add a teaspoon of sugar or honey to a nutritious food like wholegrain breakfast cereal to make it tastier, don't go overboard.

[Mrs Bahruddin]

Islamic Terminologies



Satar:

is the portion of the body that has to be covered. For the males it is imperative to cover the part of the body from the navel up to the knee (including knee), and for the females, it is the whole body excluding the whole face, hands and feet.

Takbir:

to say: Allahu Akbar: Allah is Greatest!

Takbir Tehrimah:

to pronounce Takbir at the commencement of the Prayer, after which the worshipper is absolutely forbidden to eat, drink, move about, etc.

Taslim:

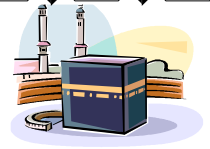
to pronounce the words of salutation to end the Prayer.

Tasmiyah:

to recite: Bismilla hir Rahman nir Raheem: "In the name of Allah, the Compassionate, the Merciful".

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Attributes of Allah (swt)



Ar-Rahmaan

The Compassionate, The Beneficent, The One who has plenty of mercy for the believers and the blasphemers in this world and especially for the believers in the hereafter

Al-Malik

The King, The Sovereign Lord, The One with the complete Dominion, the One Whose Dominion is clear from imperfection

Al-Quddoos

The Holy, The One who is pure from any imperfection

As-Salaam

The Source of Peace, The One who is free from every imperfection

Al-Mu'min

Guardian of Faith, The One who witnessed for Himself that no one is God but Him. And He witnessed for His believers that they are truthful in their belief that no one is God but Him

Al-Muhaimin

The Protector, The One who witnesses the saying and deeds of His creatures

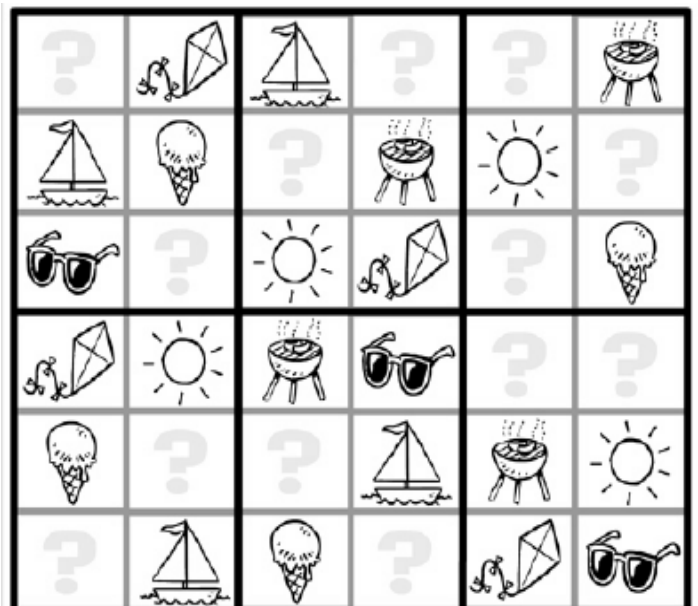
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