


Islamic Theology: Relation of Human with the Nature in Islam

Author

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Abstract

Each worldview offers individuals perspectives on how to perceive the world around them and how to evaluate problems. The global climate crisis is one of the most important and urgent issues on the world's agenda in recent years. The discourses of religious worldviews against nature and nature-human relations are extremely important for focusing on this problem. This lesson aims to discuss the Islamic worldview towards nature and the content consists of: nature in the Islamic worldview, the place of human beings in the universe, the human-nature relationship, interpretation of the human-nature relationship with the Islamic perspective. The lesson will discuss the question of 'How does the relationship between environmental problems and human responsibility take shape from an Islamic point of view?'. During the lesson, students will work on the principles of oneness (tawhid), balance (mizan), creation (fitrat), and responsibility (caliph).

Timescale

One lecture (approximately 90 minutes)

Key Terms

Nature, Islam and Nature, Climate Crisis, Creation, Balance.

Key competences / Learning outcomes

Students should achieve:

1. Discover principles in Islam towards nature.
2. Analyze the Islamic foundations of the human-nature relationship.
3. Discusses the relationship between environmental problems and human responsibility according to Islam.



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Teaching Steps

Teaching Steps			
Phase/ Time	Approach	Method	Social Form/ Tasks for Students
Engage I 5min	Students are asked to fill out a KWL chart (Annex 1). In this chart, students need to indicate what they already know about the concept, what they wonder about it, and what they learned about the concept in the classroom. At the beginning of the lesson, students will only fill out the first two parts and then at the end of the session, students will asked about what they learned.	Filling a KWL chart Annex 1: KWL Chart	Individual work
Engage II 110min	Students work in the groups of 2. students compare and discuss what they wrote on the KWL chart with a classmate. Each group adds an item to the KWL table created on the blackboard. This creates a list of columns 'What do I know about this topic?' and 'What do I want to know about this topic?'	Discussing their knowledge with a classmate	Pair work
Explain 20min	The teacher makes a presentation that includes the relationship between Islam and nature and the basic principles related to this subject. The lecturer uses the powerpoint slides (Annex 2) during the presentation. The presentation contains 4 principles that Islam has regarding the relationship of individual with the nature. The principles of oneness (tawhid), balance (mizan), creation (fitrat) and responsibility (caliph) are discussed.	The lecturer gives a presentation about the relationship between nature and Islam Annex 2: PPT	Presentation



Explore I 20min	The class is divided into 4 groups and each group works on a principle of human nature relationship in Islam. Students are asked to prepare a poster presentation describing the reflections of the principle in question in daily life. During this activity, students can use source books, encyclopedias, and electronic devices. Large-size paper, colored pencils, felt-tip pens, etc., on which students can prepare their poster presentations. stationery is readily available in the classroom.	Each group works on one principle about the relationship of the individual and nature in Islam	Group work
Elaborate 20min	Students make their poster presentations. Each group is especially asked to share their suggestions regarding the transfer of the principle they are working on to daily life. Since the suggestions will turn into a guide in the next stage of the lesson, it would be appropriate to write the suggestion list on the blackboard.	Each group presents their respective of the principle and provides the rest of the class with a poster.	Group presentation
Elaborate 10min	The class is again divided into 4 groups and each group is asked to prepare a guide for the transfer of the principles shared in the presentations to daily life. The template for guideline preparation is given to the groups and they are asked to fill in this table. (Annex 3)	Preparing a guideline Annex 3: Working Sheet	Group work
Evaluate 5min	The last column of the KWL table that students fill in at the beginning of the lesson is 'What did I learn?' fill in the section. Thus, students make an individual assessment.	Filling the KWL chart Annex 1: KWL Chart	Individual work

Material and Texts

List of materials

Pictures/Graphics	Short description	Source
PPT	PowerPoint Slide with the principles for human nature relationship	Aybiçe TOSUN SÜVÜT
KWL Chart	A KWL chart which can be used at engage and evaluate phases.	Aybiçe TOSUN SÜVÜT
Work Sheet	A worksheet that includes a table for creating guidelines.	Aybiçe TOSUN SÜVÜT



Appendices 3: Working Sheet for the Guideline

<i>Names of the Group Members</i>	
<i>Principle</i>	
<i>How we can adjust this principle to daily life?</i>	
<i>What would be the first step?</i>	



Glossary

Important terms for students

Tawhid

“Tawhid (lit., ‘oneness’) The Quranic concept of the unity of God, a cardinal Muslim belief. It is also expressed in the first part of the Shahada: ‘La ilaha illa Allah’.” (Nanji, Azim; The Penguin Dictionary of Islam, 2008.)

Mizan

Balance on the earth.

Fitrah

Creation. Every creation has their own intrinsic value.

Caliph

“Caliph (Arabic, khalifa) Used in the Quran in reference to Adam in his custodial capacity on earth (2:28) and also to David (38:25). (Nanji, Azim; The Penguin Dictionary of Islam (Penguin Reference), 2008.)

Encounter learning:

Encounter learning refers to the didactically guided and accompanied topic-centred exchange between participants who are as similar in status as possible in a framework that is limited in terms of content, time, and space (safe space), which provides for multi-perspective reflection processes taking into account a conflict hermeneutics that lead to the initiation of content-related and process-related competences. The project "Sharing Worldviews: Encounter Learning for Common Values in Diversity" is based on a 4-phase concept of Encounter Learning: preparation, presentation, exchange, and reflection.

Worldviews:

The concept of **Worldviews** has various culturally determined meanings. In our project, we use it as "**Worldviews**" (individual or collective perspective on the world):

World interpretation (dt.: Weltdeutung) Refers to the fundamental anthropological existential that man brings his fellow man, his environment, and himself into an explanatory and interpretive context, regardless of whether this context has religious, spiritual, or secular connotations.

World view (dt.: Weltbild) Coherent overall conception of the whole of reality, of the development of life and the structure of the universe, of a certain image of man and history, etc. from a certain theoretically underpinned (e.g. scientific or mythological, etc.) perspective.

Worldviews (dt.: Weltansichten/ Weltansichten/ Perspektiven auf die Welt) Individual or collective perspective on the world. Worldviews as perspectives can also be shaped by influences (events, media, etc.).



Worldview (dt.: Weltanschauung) Refers to a coherent overall conception of the whole of reality, which shapes one's perception of reality and in turn shapes that perception. Beyond 'worldviews', they are embedded in a specific framework of thought and action and thus also include evaluative statements and corresponding options for action. Worldviews unite their adherents into a secular community (e.g. humanism, atheism, materialism). Such an understanding of worldview is shaped in Europe by the Enlightenment, which sought to free itself from traditional communities (such as religions) and grant the individual more independence from them.

