



UNITED KINGDOM
VISIT

LIGHT MY WAY

Secondary (11-18 years)

How to use this booklet



Didar Mubarak to you and your family,

The blessing of Didar holds a deeply special place in the life of a *murid*. Throughout our history, the presence of the Imam has been a source of spiritual strength, guidance, reassurance, and renewal. Didar is a moment of deep connection, when a *murid* reflects on their relationship with the Imam and feels inspired to live with greater purpose, compassion, and understanding.

For young people, this connection can play an important role in shaping identity, values, and a sense of belonging to the Jamat. Even moments of thoughtful engagement with faith-based learning can leave a lasting impression and support young *murids* as they develop spiritually and ethically.

As we prepare for the visit of Mawlana Hazar Imam, this booklet has been created to support your child's learning, reflection, and emotional readiness for this meaningful experience.

Within the booklet, you will find **secondary curriculum texts**, reflective prompts, discussion questions, creative tasks, and opportunities for personal reflection. These resources are designed to help young people connect the themes of the curriculum to their everyday lives. Key themes include:

- Searching for knowledge
- Understanding the role of the Imam as guide
- Learning from the Imam's teachings
- Preparing one's heart and intentions for Didar
- Reflecting after the visit through gratitude, commitment, and action

This booklet is intentionally flexible:

- Students attending Bait-ul Ilm classes may use it alongside their lessons
- Those not attending classes may use it independently at home

We encourage families to engage with the booklet together where possible, reading the texts, discussing ideas, and supporting reflection. Your involvement helps young people feel guided and supported throughout this learning journey.

Thank you for helping create a thoughtful, reflective, and respectful environment as we prepare together for this special moment as the UK Jamat.



How to Use This Booklet

This booklet is designed to guide young people through **pre-Didar preparation** and **post-Didar reflection**, using secondary curriculum texts as the foundation for learning. It can be used in two ways:

- ✓ alongside classroom lessons
- ✓ independently at home as a stand-alone resource

The guidance below offers simple ways to support your child's experience.

If Your Child Is Using This Booklet with Bait-ul Ilm Lessons

- **Follow the sequence**
The pages are structured to build understanding progressively, with each theme linking to the next.
- **Engage with the curriculum texts together**
The secondary curriculum texts introduce key ideas and are designed to encourage discussion, interpretation, and reflection.
- **Encourage open-ended responses**
There are no right or wrong answers. Students are encouraged to think critically, express personal perspectives, and ask questions.
- **Allow time for quiet reflection**
Some activities benefit from moments of stillness, journaling, or personal thought.
- **Recognise effort and engagement**
Written reflections, creative responses, or brief notes all demonstrate meaningful learning.

If You're Using This Booklet as a Stand-Alone Resource at Home

The following suggestions can help guide learning without classroom sessions.

1. Begin with the Curriculum Text

Each section opens with a secondary curriculum text that introduces the theme. Encourage your child to read it independently or together. Consider questions such as:

- "What key message do you take from this text?"
- "How does this connect to your own experiences or understanding?"

2. Promote Active Engagement

Students may respond through writing, annotation, drawing, journaling, or discussion. Allow flexibility in how they explore the ideas.



3. Work at a Flexible Pace

There is no expectation to complete a section in one sitting. Activities can be spread over time to support deeper reflection.

4. Encourage Personal Reflection

You may ask prompts such as:

- “What are you currently seeking or learning in your life?”
- “What guidance stands out to you from this text?”
- “How might you apply this teaching in your daily actions?”

Personal connections help make the learning meaningful.

5. Link Learning to Everyday Life

Support connections between the curriculum themes and real-life situations, including:

- Showing kindness and patience
- Making thoughtful and ethical choices
- Expressing gratitude
- Contributing positively at home, school, or in the community

These practical applications help reinforce learning beyond the booklet.

6. Keep Reflection Supportive and Positive

Reflection does not need to be lengthy or formal. Short written responses, discussion, or creative expression are all valid and effective.

Helpful Strategies

- **Dinner-time conversations:** Use the curriculum pieces as prompts to engage young adults in meaningful dinner-time discussions and reflections.
- **Microsite usage:** The Didar learning resources available on the microsite provide opportunities to discuss the overarching themes of the *Light My Way* booklet and *Intezar* preparation.
- **Discussions on emotions and well-being:** The booklet supports young adults in recognising, expressing, and validating their emotions, contributing positively to their emotional well-being.
- **Critical thinking:** The structured progression of curriculum themes, along with guided thinking routines, encourages young adults to engage thoughtfully, reflect deeply, and develop critical thinking skills.
- **Revisiting reflections:** Students may wish to revisit and build upon their reflections after Didar. This ongoing reflection is strongly encouraged.