

## Narrative Plan: The Book After Maghrib

### Big idea

This story is about **Ta‘līm / تعليم**, which means learning or teaching. In this story, Hamza sits after Maghrib while an elder reads from **Riyad-us-Saliheen**, also known as **The Gardens of the Righteous**, by **Imam al-Nawawi**.

The story shows how Islamic reminders can help a person improve their **heart, words, manners and actions**.

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### Story Overview

Story element	Student-friendly plan
Title	<b>The Book After Maghrib</b>
Main character	<b>Hamza</b> , a Year 5 student who finds Ta‘līm boring at first.
Setting	The local masjid after Maghrib prayer.
Important book	<b>Riyad-us-Saliheen: The Gardens of the Righteous</b> by <b>Imam al-Nawawi</b> .
Main symbol	<b>The open book</b> . At first, it seems boring and heavy. Later, it becomes a symbol of guidance.
Message	Ta‘līm helps Muslims learn small lessons that can grow into better behaviour.

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## Part 1: Engaging Orientation

<b>What to include</b>	<b>Student plan</b>
<b>Where is the character?</b>	Hamza is sitting in the masjid after Maghrib prayer.
<b>What can he see?</b>	Prayer mats, soft lights, the wooden book stand, the elder opening <i>Riyad-us-Saliheen</i> .
<b>What can he hear?</b>	Socks shuffling, quiet salām, pages turning, soft whispers.
<b>How does Hamza feel?</b>	Bored, restless and eager to go home.
<b>Hook for the reader</b>	Hamza sees the book and thinks it looks far too serious for a child.

### Techniques students can use in the orientation

Technique	Student-friendly example
<b>Metaphor</b>	“The masjid was a warm blanket after the noise of the day.”
<b>Simile</b>	“The pages turned like soft bird wings.”
<b>Imagery</b>	“The smell of oud floated through the quiet room.”
<b>Onomatopoeia</b>	“The pages went <i>flip, flip, flip</i> .”
<b>Sibilance</b>	“Soft socks shuffled slowly across the carpet.”

## Part 2: Backstory

What to include	Student plan
What does Baba explain?	Baba tells Hamza that he also struggled with Ta‘līm when he was young.
What memory does Baba share?	Baba remembers sitting beside his father after Maghrib, staring at the clock and waiting for the lesson to finish.
What lesson did Baba learn?	His father told him that Ta‘līm is like watering a plant. You may not see it grow straight away, but the roots are becoming stronger.
How does this connect to the book?	Baba explains that <i>Riyad-us-Saliheen</i> means <b>The Gardens of the Righteous</b> , so the reminders are like seeds planted in the heart.
How does Hamza react?	Hamza looks at the book differently. Maybe it is not just an old book. Maybe it is a garden waiting to open.

### Techniques students can use in the backstory

Technique	Student-friendly example
Metaphor	“Each reminder was a seed in Baba’s heart.”
Simile	“The lesson stayed with him like perfume on his clothes.”
Symbolism	“The book became a garden, not just a book.”
Listing	“He remembered the carpet, the clock, the quiet voices and his father’s gentle hand.”
Anaphora	“He remembered the waiting. He remembered the whispering. He remembered the lesson.”

### Part 3: Conflicts and Resolutions

Each conflict should show a problem Hamza faces. Each resolution should show how the ayah and hadith help him make a better choice.

#### Conflict and Resolution Table

No.	Conflict	Ayah to include	Hadith from <i>Riyad-us-Saliheen</i>	Resolution
1	<b>Hamza feels bored.</b> He wants to go home, eat snacks and play on his tablet.	<b>Surah adh-Dhariyat 51:56:</b> Allah says He created jinn and humans to worship Him.	The Prophet ﷺ said that one of the most beloved deeds to Allah is <b>prayer at its proper time</b> , followed by <b>kindness to parents</b> . This hadith is included in <i>Riyad-us-Saliheen</i> .	Baba tells Hamza to listen for one useful lesson. Hamza realises 'Ta'lim is part of remembering Allah, not just sitting quietly.
2	<b>Hamza does not understand sincerity.</b> He thinks, "If I am sitting here, isn't that enough?"	<b>Surah al-Bayyinah 98:5:</b> People were commanded to worship Allah with sincerity.	The Prophet ﷺ said, <b>"Actions are judged by intentions."</b> This is the opening hadith of <i>Riyad-us-Saliheen</i> .	Baba explains that <b>ikhlas</b> means doing something for Allah, not to show off. Hamza changes his intention and tries to sit for Allah.
3	<b>Hamza struggles to sit still.</b> He taps his foot, twists his sleeve and whispers to his cousin.	<b>Surah al-Ahzab 33:21:</b> The Messenger of Allah ﷺ is an excellent example.	The Prophet ﷺ taught that the most complete believers are those with the best character. This meaning is included in <i>Riyad-us-Saliheen</i> .	Hamza remembers that good manners matter. He sits properly, stops whispering and listens respectfully.
4	<b>Hamza feels angry.</b> Another child laughs and says, "You look	<b>Surah an-Nahl 16:125:</b> Invite to the way of your Lord with wisdom and	A man asked the Prophet ﷺ for advice, and he ﷺ said, <b>"Do not get angry."</b> This hadith	Hamza takes a deep breath. Instead of arguing, he says, "You can sit with us too." He

No.	Conflict	Ayah to include	Hadith from <i>Riyad-us-Saliheen</i>	Resolution
	like an old man.”	good instruction.	is included in <i>Riyad-us-Saliheen</i> .	learns that strength is controlling anger.
5	<b>Hamza is tested at home.</b> His little sister spills water near his homework, and he almost shouts.	<b>Surah an-Nisa 4:36:</b> Worship Allah and show kindness to parents, relatives, the needy and others.	The Prophet ﷺ said, <b>“Whoever believes in Allah and the Last Day, let him speak good or remain silent.”</b> This hadith is included in <i>Riyad-us-Saliheen</i> .	Hamza remembers the Ta‘lim lesson. He does not shout. He says, “It’s okay. Let’s clean it.” He realises Ta‘lim followed him home.

### Technique examples for each conflict and resolution

Story moment	Metaphor	Simile	Three other techniques students can use
<b>Conflict 1: Boredom</b>	“Boredom sat beside Hamza like an unwanted guest.”	“The minutes crawled like tired ants.”	<b>Imagery:</b> “He stared at the glowing clock.” <b>Onomatopoeia:</b> “The second hand went <i>tick, tick, tick.</i> ” <b>Repetition:</b> “He wanted his tablet. He wanted his snacks. He wanted home.”
<b>Resolution 1: Listening for one lesson</b>	“The ayah became a small key in his mind.”	“The reminder settled like rain on dry soil.”	<b>Symbolism:</b> “The open book became a door.” <b>Dialogue:</b> “‘Just listen for one lesson,’ Baba whispered.” <b>Alliteration:</b> “Hamza held his hands and heard carefully.”

Story moment	Metaphor	Simile	Three other techniques students can use
<b>Conflict 2: Confused about sincerity</b>	“His intention was a dusty window.”	“The word sincerity felt as heavy as a stone.”	<b>Internal thought:</b> “Am I only sitting because Baba told me to?” <b>Rhetorical question:</b> “Was sitting enough?” <b>Listing:</b> “He sat, listened, nodded, but still felt confused.”
<b>Resolution 2: Understanding ikhlās</b>	“His intention became a clean cup filled for Allah.”	“The explanation was like a light switching on.”	<b>Dialogue:</b> “‘Ikhlās means doing it for Allah,’ Baba said.” <b>Symbolism:</b> “The clean heart becomes a symbol of sincerity.” <b>Contrast:</b> “Before, he sat for Baba. Now, he tried to sit for Allah.”
<b>Conflict 3: Poor adab</b>	“Restlessness buzzed inside him.”	“His feet tapped like tiny drums.”	<b>Onomatopoeia:</b> “Tap, tap, tap.” <b>Sibilance:</b> “He shifted and squirmed on the soft carpet.” <b>Imagery:</b> “His sleeve twisted into a tight rope.”
<b>Resolution 3: Showing respect</b>	“Good manners became a straight path.”	“He sat as still as a quiet tree.”	<b>Alliteration:</b> “Hamza held his hands.” <b>Symbolism:</b> “Sitting still shows respect.” <b>Anaphora:</b> “He stopped tapping. He stopped whispering. He started listening.”
<b>Conflict 4: Anger</b>	“Anger rose like fire in his chest.”	“The rude words stung like a bee.”	<b>Internal thought:</b> “I want to answer back.” <b>Tension:</b> “His mouth opened, but no words came out.” <b>Onomatopoeia:</b> “His heart went <i>thud, thud, thud.</i> ”

Story moment	Metaphor	Simile	Three other techniques students can use
<b>Resolution 4: Controlling anger</b>	“Patience poured water over the fire.”	“His breath came slowly like waves returning to shore.”	<b>Dialogue:</b> “‘You can sit with us too,’ Hamza said.” <b>Contrast:</b> “He could shout, but he chose calm.” <b>Symbolism:</b> “A deep breath becomes a sign of self-control.”
<b>Conflict 5: Test at home</b>	“The lesson knocked on his heart.”	“His anger jumped up like a startled cat.”	<b>Imagery:</b> “Water spread across the table.” <b>Onomatopoeia:</b> “The cup went <i>clink</i> and the water splashed.” <b>Tension:</b> “His little sister stared at him, waiting.”
<b>Resolution 5: Speaking good</b>	“Kind words became a bridge between them.”	“His voice softened like warm milk.”	<b>Dialogue:</b> “‘It’s okay. Let’s clean it.’” <b>Symbolism:</b> “The spilled water becomes a test.” <b>Repetition:</b> “He remembered the book. He remembered the hadith. He remembered Allah.”

## Part 4: Meaningful Conclusion

What to include	Student plan
What happens the next evening?	After Maghrib, the circle forms again. The elder opens <i>Riyad-us-Saliheen</i> .
How has Hamza changed?	This time, Hamza does not rush away. He sits beside Baba before being asked.
What does he now understand?	Ta'lim is not just listening in the masjid. It is learning a lesson and carrying it into real life.
How does the symbol return?	The book no longer looks heavy. It looks like a garden path, with every ayah and hadith like a seed of guidance.
Final message	Hamza realises that small reminders can grow into better actions.

### Techniques students can use in the conclusion

Technique	Student-friendly example
Metaphor	"The book was no longer a heavy stone. It was a garden path."
Simile	"The reminders stayed with him like stars after sunset."
Symbolism	"The open book symbolises guidance."
Anaphora	"He remembered his words. He remembered his actions. He remembered Allah."
Circular ending	The story begins with Hamza avoiding the book and ends with Hamza sitting beside it willingly.