50 Scenario Questions

1. Meaning of Fadl al-Islam

Scenario: A new student asks, "What does Fadl al-Islam mean, and what is this book mainly teaching us?"

Question: What should you tell the student?

Answer: Fadl al-Islam means The Merit of Islam. The book teaches the great value of Islam, the importance of holding firmly to it, following the Quran and Sunnah and staying away from Bidah and paths that oppose Islam. It also teaches Muslims to follow Prophet Muhammad ﷺ and his Companions.

2. Meaning of Tawheed

Scenario: Hamza says, "Tawheed only means believing that Allah exists."

Question: What important part is missing from Hamza's answer?

Answer: Tawheed means to single out Allah alone in everything that belongs only to Him. This includes believing that Allah alone is the Lord, directing all worship to Allah alone and believing correctly in Allah's Names and Attributes. Simply believing that Allah exists is not the complete meaning of Tawheed.

3. Three Categories of Tawheed

Scenario: A teacher asks Maryam to name the three categories of Tawheed.

Question: What are the three categories?

Answer: They are Tawheed of Lordship, Tawheed of Worship and Tawheed of Allah's Names and Attributes. Lordship means Allah alone creates, provides and controls creation. Worship means all acts of worship are for Allah alone. Names and Attributes means believing in the Names and Attributes Allah revealed about Himself in the correct way.

4. Two Conditions for Correct Worship

Scenario: Yusuf wants to know what makes an act of worship correct.

Question: What two conditions must be present?

Answer: Worship must be sincere for Allah alone and it must follow the way of Prophet Muhammad ﷺ. Sincerity protects worship from Shirk. Following the Prophet ﷺ protects worship from invented religious practices.

5. Why We Study Tawheed

Scenario: A student asks, "Why do we spend so much time learning Tawheed?"

Question: Give three reasons from the notes.

Answer: We study Tawheed because Allah created us to worship Him alone and worship is not accepted without Tawheed. Tawheed is also a cause of guidance, security, peace in the heart, forgiveness and entering Jannah. It helps a Muslim understand how to worship Allah correctly.

6. Major and Minor Shirk

Scenario: Two students are discussing Shirk. One says all Shirk has exactly the same ruling.

Question: What distinction should be made?

Answer: The notes distinguish between Major Shirk and Minor Shirk. Major Shirk directs an act of worship to other than Allah and takes a person outside Islam. Minor Shirk does not take a person outside Islam but it harms and weakens a person's Tawheed.

7. Protecting Yourself From Shirk

Scenario: A student says, "I already know Tawheed, so I never need to worry about Shirk."

Question: Which lesson from the introduction corrects this attitude?

Answer: A Muslim should not feel completely safe from Shirk. Ibrahim عليه السلام asked Allah to protect him and his sons from worshipping idols. The notes teach us to learn about Shirk, stay away from it and ask Allah to protect us from both known and hidden Shirk.

8. Islam Was Perfected

Scenario: A student says, "Islam was left incomplete, so later people need to complete it."

Question: Which lesson from Chapter 1 corrects this?

Answer: Chapter 1 uses Surah al-Maidah 5:3 to teach that Allah perfected the religion. Islam is complete and is a great favour from Allah. Muslims should value this completed religion and hold firmly to its guidance.

9. The Workers Hadith

Scenario: A student remembers that the Jews, Christians and Muslims were compared to workers who worked for different parts of the day.

Question: What main lesson does this hadith teach?

Answer: The hadith teaches about Allah's favour upon this Ummah. The Muslims were compared to the workers who came later but received a greater reward. The reward belongs to Allah and He gives His favour to whom He wills.

10. The Importance of Friday

Scenario: A student asks why Friday is mentioned as a special favour for the Muslim Ummah.

Question: What does the hadith in Chapter 1 teach?

Answer: The hadith explains that earlier nations differed about the special day and Allah guided the Muslims to Friday. Although this Ummah came later in this world, it will be ahead on the Day of Resurrection. This shows another favour Allah gave to the Muslim Ummah.

11. Islam Is the Accepted Religion

Scenario: Someone says, "Any religion will be accepted in the Hereafter even after the message of Islam has become clear."

Question: Which verse in Chapter 2 answers this statement?

Answer: Surah Al Imran 3:85 teaches that whoever seeks a religion other than Islam, it will not be accepted from them. Chapter 2 uses this verse to show the obligation of Islam. A Muslim must submit to the religion Allah has chosen.

12. The Straight Path

Scenario: A student draws one straight road and many smaller roads going away from it.

Question: Which lesson from Chapter 2 does this picture remind us of?

Answer: It reminds us of the command to follow Allah's straight path and not follow other paths that cause division. Surah al-Anam 6:153 is used in the notes for this lesson. Mujahid explained that the other paths include Bidah and false doubts.

13. What Is a Muslim?

Scenario: Bilal says, "Being Muslim only means having a Muslim name."

Question: Which hadith in Chapter 3 gives a practical description of a Muslim?

Answer: The Prophet ﷺ taught that a Muslim is one from whose tongue and hand the Muslims are safe. This shows that Islam affects a person's behaviour, not only their name. A Muslim should avoid harming others through speech or actions.

14. Who Is a Muhajir?

Scenario: A student thinks Hijrah only has one meaning and cannot describe leaving sins.

Question: What does the hadith in Chapter 3 teach about a Muhajir?

Answer: The hadith teaches that a Muhajir is one who leaves what Allah has prohibited. In this wording, the lesson focuses on leaving disobedience. A Muslim should move away from what Allah has forbidden.

15. Actions Must Follow the Prophet ﷺ

Scenario: A person invents a new religious act and says, "My intention is good, so it must be accepted."

Question: What does Chapter 4 teach about this?

Answer: Aishah رضي الله عنها reported that an action not according to the Prophet's ﷺ command is rejected. A good intention by itself does not make an invented religious act correct. Worship must agree with the guidance of Prophet Muhammad ﷺ.

16. Umar and the Torah Page

Scenario: A student asks why the story of Umar رضي الله عنه holding a page from the Torah is included in Chapter 5.

Question: What is the main lesson?

Answer: The story teaches Muslims to be satisfied with the final guidance Allah gave through the Quran and Prophet Muhammad ﷺ. The Prophet ﷺ explained that if Musa عليه السلام were alive, he would have to follow him. The lesson is to hold firmly to the final revelation rather than look for another religious path.

17. Allah Named Us Muslims

Scenario: A group of students wants to make group labels more important than the name Islam.

Question: Which lesson from Chapter 6 should they remember?

Answer: Surah al-Hajj 22:78 teaches that Allah named the believers Muslims. Chapter 6 warns against replacing the unity and names given by Islam with calls based on Jahiliyyah, pride or division. The Muslim identity should not be pushed aside for divisive group calls.

18. The Five Commands

Scenario: Your teacher asks you to remember the five commands mentioned in the hadith of al-Harith al-Ashari.

Question: What are they?

Answer: The five commands are listening, obeying, Jihad, Hijrah and staying with the Jamaah. The hadith also gives a strong warning against separating from the Muslim community. The chapter uses it to teach unity upon Islam.

19. Enter Islam Completely

Scenario: A student says, "I will follow the parts of Islam I like and ignore the rest."

Question: Which verse from Chapter 7 corrects this idea?

Answer: Surah al-Baqarah 2:208 commands the believers to enter into Islam completely. A Muslim should not treat Islam as something to follow only when it matches personal desires. The religion is taken as a complete way of guidance.

20. The Saved Way

Scenario: A student asks, "When people disagree about religious paths, what way should I try to follow?"

Question: What answer is given in Chapter 7?

Answer: The notes teach that the safe way is what Prophet Muhammad ﷺ and his Companions were upon. This directs students back to the Quran, Sunnah and the understanding of the Companions. It also warns against division and invented paths.

21. Calling to Guidance

Scenario: A student teaches others something good and they begin practising it.

Question: What does Chapter 8 teach about calling people to guidance?

Answer: The hadith teaches that whoever calls to guidance receives a reward like the rewards of those who follow it without reducing their rewards. This shows that teaching and spreading correct guidance can continue bringing reward. The opposite warning is given for calling people to misguidance.

22. The Danger of Bidah

Scenario: A student asks why the book gives such strong warnings about Bidah.

Question: What is one reason from Chapters 8 and 9?

Answer: Bidah can change the religion and can also mislead other people. A person may become so attached to an invented belief or practice that they stop seeing it as a mistake. This makes it harder for the person to recognize the need to repent and return to the Quran and Sunnah.

23. The Three Men

Scenario: Three men want to worship more than the normal Sunnah: one wants constant night prayer, one constant fasting and one wants to avoid marriage.

Question: What did the Prophet ﷺ teach them?

Answer: The Prophet ﷺ explained that he prays and sleeps, fasts and breaks his fast and marries. He taught that his Sunnah is the correct balanced way. The lesson is that going beyond his guidance is not a better form of worship.

24. Every Child Is Born upon the Fitrah

Scenario: A student asks what the hadith about every child being born upon the Fitrah teaches.

Question: How should you explain it from Chapter 11?

Answer: Abu Hurayrah رضي الله عنه reported that every child is born upon the Fitrah, then the child's parents make the child Jewish, Christian or Magian. The Prophet ﷺ gave the example of an animal being born complete. Abu Hurayrah رضي الله عنه connected this hadith to Surah ar-Rum 30:30.

25. Islam Began Strange

Scenario: A student feels discouraged because following the Sunnah sometimes makes a person seem different from many people around them.

Question: Which lesson from Chapter 12 can encourage the student?

Answer: The Prophet ﷺ taught that Islam began as something strange and will return to being strange, with glad tidings for the strangers. The notes describe the strangers as people who remain righteous when many become corrupt and who hold to the Quran and Sunnah. The student should remain firm upon correct guidance.

26. Sincerity Without Sunnah

Scenario: A person is completely sincere and spends hours performing a religious act that Prophet Muhammad ﷺ never taught. He says, "Allah knows my heart, so following the Sunnah is not necessary."

Question: Use the introduction and Chapter 4 to explain the mistake.

Answer: Correct worship needs both sincerity to Allah and following Prophet Muhammad ﷺ. Sincerity alone does not make an invented act of worship correct. Chapter 4 reinforces this with the hadith from Aishah رضي الله عنها that an action not according to the Prophet's ﷺ command is rejected. The person should keep the sincere intention but worship Allah in the way the Prophet ﷺ taught.

27. Following the Sunnah With the Wrong Intention

Scenario: Another person performs an act exactly as the Prophet ﷺ taught but does it mainly so people will praise how religious he is.

Question: Which condition of worship is missing, and how is this connected to the introduction on Shirk?

Answer: The missing condition is sincerity to Allah. Correct outward practice must also be done for Allah alone. The introduction explains that showing off in worship is a form of Minor Shirk and can be hidden in the heart. Correct worship therefore needs both sincerity and following the Sunnah.

28. Lordship but Not Worship

Scenario: A student says, "I believe Allah created everything and controls everything, so my Tawheed is complete even if I direct some acts of worship to someone else."

Question: Explain why this understanding is incomplete.

Answer: The student has mentioned Tawheed of Lordship but has ignored Tawheed of Worship. The notes teach that Allah alone must be singled out in every act of worship. Believing Allah is the Creator does not make it correct to direct worship to someone besides Him. Complete Tawheed includes Lordship, Worship and Allah's Names and Attributes.

29. Good Intentions and the Mosque Circles

Scenario: A group invents a new way of performing Dhikr together. When corrected, they answer, "We only intended good."

Question: Which event from Chapter 13 directly addresses this reasoning?

Answer: The story of Ibn Masud رضي الله عنه and the circles in the mosque addresses it. The people were counting Takbir, Tahlil and Tasbih with pebbles and said that they only intended good. Ibn Masud رضي الله عنه explained that many people intend good but do not reach it. The lesson is that a good intention does not make an invented religious practice part of the Sunnah.

30. Sunnah Versus More Worship

Scenario: Two students compare themselves. One performs a smaller amount of worship carefully according to the Sunnah. The other performs much more worship but knowingly uses invented religious practices.

Question: According to Chapter 1, which principle should guide how we understand this situation?

Answer: Chapter 1 includes the report from Ubayy ibn Kab رضي الله عنه that moderation upon the Sunnah is better than great effort that goes against the Sunnah. The amount of worship is not the only issue. Worship must be based upon correct guidance. A smaller deed upon the Sunnah can therefore be better than much religious effort built on Bidah.

31. One Religion but Many Paths

Scenario: A person says, "I accept Islam, but I also believe every invented religious path inside Islam should be treated as equally correct."

Question: Use Chapters 2 and 7 to answer this claim.

Answer: Chapter 2 commands Muslims to follow the straight path and avoid the other paths that lead away from it. Chapter 7 commands believers to enter Islam completely and teaches that the safe way is what the Prophet ﷺ and his Companions were upon. These chapters do not teach that every invented path is equally correct. They direct Muslims back to the Quran, Sunnah and the way of the Companions.

32. Changing Religious Identity

Scenario: A Muslim group becomes so proud of its special label that members insult other Muslims and treat their group name as more important than the name Muslim.

Question: Which teachings from Chapter 6 apply?

Answer: Chapter 6 reminds believers that Allah named them Muslims and warns against calls of Jahiliyyah that create pride and division. The hadith also commands staying with the Jamaah and warns against separation. A group label should not replace the Muslim identity or become a reason for sinful division and pride.

33. Obeying the Prophet ﷺ

Scenario: Someone says, "I love Allah, but obeying Prophet Muhammad ﷺ is optional because the Quran alone is enough for me."

Question: Use the lessons from Chapters 2 and 5 to explain the problem.

Answer: Chapter 2 teaches that obeying the Prophet ﷺ is connected to accepting his guidance. Chapter 5 teaches Muslims to be satisfied with the Quran and the guidance Allah gave through Prophet Muhammad ﷺ. The final revelation is not separated from the Messenger who explained and taught it. A Muslim follows the Quran and the Sunnah together.

34. The Torah Page and Final Guidance

Scenario: A student misunderstands Chapter 5 and says, "The story of Umar رضي الله عنه means Muslims should never learn anything about earlier revelations."

Question: What is the actual main point of the story in the notes?

Answer: The main point is not a general ban on learning information. The chapter uses the story to teach that Muslims do not need another religious path to replace or compete with the final guidance given through Prophet Muhammad ﷺ. The Prophet ﷺ explained that even Musa عليه السلام, if alive, would have to follow him. The focus is holding firmly to the final revelation.

35. A Practice Spreads to Others

Scenario: A person begins a false religious practice. Ten younger students copy it because they trust him.

Question: Which hadith principle from Chapter 8 should make the person especially careful?

Answer: Chapter 8 teaches that whoever begins or calls to an evil path carries the sin connected to it and the sins of those who follow without reducing their sins. The same chapter gives the opposite principle for guidance and good practice. This means a person must be very careful before teaching or spreading religious practices to others.

36. Why Bidah Can Block Repentance

Scenario: A person commits an ordinary sin and knows it is wrong. Another person practises a Bidah but believes the Bidah is a good act of worship.

Question: Why might the second person be in a more difficult position when it comes to repentance?

Answer: The person who knows a sin is wrong can recognize the need to repent from it. The person of Bidah may believe the invented practice is good, so they may not recognize that they need to leave it. Chapter 9 explains this danger through reports about repentance being withheld until the Bidah is left. The lesson is to measure religious practices by the Quran and Sunnah.

37. Ibrahim عليه السلام and Family Labels

Scenario: A person claims to follow Ibrahim عليه السلام only because of family history, but rejects the Tawheed and submission Ibrahim عليه السلام followed.

Question: How do Chapters 10 and 11 correct this thinking?

Answer: The notes teach that closeness to Ibrahim عليه السلام is based on following his religion, not merely claiming a family or historical connection. Ibrahim عليه السلام was a Hanif and was not from the people of Shirk. Prophet Muhammad ﷺ was commanded to follow his religion. True connection is therefore connected to faith, Tawheed and following the revealed guidance.

38. Appearance Versus the Heart and Deeds

Scenario: Two students judge a person's closeness to Allah only by appearance and ignore the person's heart and actions.

Question: Which hadith in Chapter 11 corrects this?

Answer: Abu Hurayrah رضي الله عنه reported that Allah does not look at people's bodies or appearances but looks at their hearts and deeds. The hadith teaches that outward appearance alone is not the measure. A Muslim should care about sincerity in the heart and correct actions.

39. Changing After Clear Guidance

Scenario: A student asks why the reports about the Hawd appear in a chapter about Fitrah, Ibrahim عليه السلام and holding to the Sunnah.

Question: What connection do the notes make?

Answer: The Hawd reports warn about people who changed matters after the Prophet ﷺ. The chapter is teaching Muslims to remain upon the natural religion, the religion of Ibrahim عليه السلام and the Sunnah of Prophet Muhammad ﷺ. The reports therefore strengthen the warning against changing the religion after the guidance has become clear.

40. Fitrah Does Not Mean No Teaching

Scenario: A student says, "If every child is born upon the Fitrah, children never need Islamic teaching because they will automatically know every detail of the religion."

Question: Why does this go beyond what the hadith in the notes says?

Answer: The hadith says every child is born upon the Fitrah and then explains the influence parents can have. It does not say a child automatically knows every detailed ruling of Islam without learning. The chapter itself teaches people to follow revelation, the religion of Ibrahim عليه السلام and the Sunnah. Fitrah does not remove the need for correct religious guidance.

41. Learning About Evil

Scenario: A student says, "I only want to learn about good. There is no reason to learn what Bidah, Shirk or false paths are."

Question: Which lesson from the notes shows why recognizing falsehood can also be important?

Answer: The introduction teaches students about Shirk so they can recognize it and stay away from it. Chapter 11 also includes Hudhayfah رضي الله عنه asking about evil because he feared falling into it. The purpose is not to become attracted to falsehood. It is to recognize danger so a Muslim can protect their religion and remain upon the truth.

42. No Jamaah and Many Groups

Scenario: A student reads the hadith of Hudhayfah رضي الله عنه and asks what principle it gives when there is confusion, division and many callers.

Question: What is the main guidance presented in the notes?

Answer: The narration teaches holding to the Jamaah of the Muslims and their leader. If there is no Jamaah and no leader, the narration warns against joining divided groups that call away from the truth. The wider lesson of the chapter is to remain firm upon Islam and the Sunnah during confusing times.

43. Strangers Does Not Mean Seeking Attention

Scenario: A student says, "The hadith about the strangers means I should purposely act strange so people notice me."

Question: How should this be corrected using Chapter 12?

Answer: The strangers are not praised simply for being unusual. The notes describe them as people who remain righteous when others become corrupt, correct what people have changed in the Sunnah and hold to the Quran and Sunnah. Their strangeness comes from remaining firm upon guidance, not from trying to attract attention.

44. Patience During Corruption

Scenario: A student lives at a time when many people follow desires and worldly life. He thinks remaining firm is pointless because so many people are doing otherwise.

Question: Which lessons from Chapter 12 should encourage him?

Answer: Chapter 12 teaches that difficult times require patience and firmness. The reports describe a great reward for those who hold firmly to the religion when doing so becomes difficult. The strangers continue holding to the Quran and Sunnah even when many people abandon them. The number of people following a path does not replace the need to follow correct guidance.

45. Intention, Evidence and Practice

Scenario: A group says, "Our practice is religious because we have three things: good intentions, many followers and strong emotions."

Question: Based on the introduction and Chapter 13, what important test is still missing?

Answer: They still need to ask whether the practice follows the Quran and the Sunnah of Prophet Muhammad ﷺ. Correct worship requires following the Prophet ﷺ, not only sincerity or popularity. The story of Ibn Masud رضي الله عنه shows that people may intend good and still be opening a door to misguidance if the practice is invented.

46. The Straight Line in Chapter 11

Scenario: A teacher draws one straight line and several lines branching away from it, then asks what the Prophet ﷺ was teaching.

Question: Explain the meaning and connect it to Surah al-Anam 6:153.

Answer: The straight line represents Allah's path. The other lines represent paths with callers inviting people away from the straight path. The Prophet ﷺ connected this lesson to Surah al-Anam 6:153, which commands Muslims to follow Allah's straight path and not the other paths. The lesson is to remain upon revealed guidance.

47. Balanced Worship

Scenario: A student thinks the most religious person must always be the one who fasts the most, sleeps the least and gives up normal lawful parts of life.

Question: How does Chapter 10 correct this measurement?

Answer: The story of the three men shows that greater hardship does not automatically mean better worship. Prophet Muhammad ﷺ prayed and slept, fasted and broke his fast and married. His Sunnah is the correct model. True devotion follows his balanced guidance rather than inventing extremes.

48. Islam, Iman and Submission

Scenario: A student says, "Chapter 3 only describes Islam as outward actions and says nothing about the heart or belief."

Question: What evidence in Chapter 3 shows that this is incomplete?

Answer: Chapter 3 includes reports about submitting the heart to Allah and turning the face to Him. It also includes a narration explaining Iman as belief in Allah, His angels, Books, Messengers and resurrection. The chapter therefore connects outward submission with belief and the condition of the heart.

49. From Introduction to Chapter 13

Scenario: Your teacher asks you to explain one major theme that connects the introduction to the final chapter.

Question: What theme could you give, and how does it appear at both the beginning and end?

Answer: One major theme is that worship must be based on Tawheed and the Sunnah. The introduction teaches sincerity to Allah and following Prophet Muhammad ﷺ as the two conditions for correct worship. Chapter 13 ends by warning against Bidah and teaching Muslims to hold firmly to the Sunnah of the Prophet ﷺ and the rightly guided Caliphs. The beginning and ending therefore both protect worship from being changed.

50. Final Comprehensive Challenge

Scenario: Abdullah says, "I believe Allah is the Creator, my intentions are good, I call myself Muslim and I do many acts of worship. Therefore it does not matter whether I direct some worship to others, invent new religious practices or follow a path different from the Prophet's ﷺ Companions."

Question: Correct Abdullah using the main lessons of the introduction and the thirteen chapters.

Answer: Believing Allah is the Creator is part of Tawheed but worship must also be directed to Allah alone. Correct worship needs sincerity and must follow Prophet Muhammad ﷺ. The chapters teach that Islam is complete, only the religion Allah accepted should be followed and Muslims must enter Islam completely, hold to the Quran and Sunnah and avoid Bidah and divisive paths. Good intentions, a Muslim name or many acts of worship do not replace Tawheed and following the Sunnah.