

# Advice for Teaching Critical Thinking



## Muslim Community Recommendations



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SURE IT  
ADDS UP**

# Background

There is a large and diverse Muslim community in Bradford. This includes a settled Asian Pakistani community as well as recent migrant communities. The Muslim community includes people from many different backgrounds and ethnicities.

Increasing critical thinking skills within the community is important and this has become more apparent during the Covid-19 pandemic where rumours have been spread via social media. There is also a need to increase critical thinking generally regarding Islam which is shown through incidents of Islamophobia and recorded hate crimes.

## Summary

It is important to work with Islamic community leaders and understand the diversity of the Muslim community. It has been highlighted that inequalities are faced by people from BAME Muslim communities and that people from Muslim communities face discrimination and Islamophobia. Because of these lived experiences there can be a lack of trust within this community regarding the wider community in the Bradford District. There are many rumours which Muslim people are effected by. It is important to understand when teaching critical thinking in the Muslim community that people should also be thinking critically about the Muslim community.



# Things to consider when teaching Critical Thinking in Muslim community.

- 1 Muslim people might use English as a second or third language.
- 2 Many Muslim people in Bradford are migrants and some may have experienced trauma.
- 3 Muslim people may have experienced discrimination or hate crime.
- 4 Muslim people come from diverse cultural backgrounds that impacts the way they practice Islam.
- 5 Faith plays a key role in decision making for Muslim people and people of faith in general.
- 6 Muslim people are part of a wider interfaith community in Bradford.
- 7 Some Muslim community members are the 3rd or 4th generation to be born in the UK.
- 8 Muslims are the second largest faith community in Bradford after the Christian faith.
- 9 The Muslim community contribute to the District in a wide range of professions and job roles from Barristers, Professors, Business owners to front line workers.



# Areas to consider when delivering critical thinking training to **Muslim people.**

- 1** Use references to Islamic scripture and work with trusted faith leaders in the Muslim community.
- 2** Deliver training in partnership with Mosques and the Islamic community and learning venues which have trust from the community.
- 3** Use different community languages when teaching critical thinking.
- 4** Compare examples of why people could be thinking critically about Islam with ways Muslim people should think critically about wider areas in the community such as the LGBTQ+ community.
- 5** Recognise the inequality and discrimination that Muslim people face, including intersectional discrimination such as one person being discriminated against for being a woman, Muslim and a migrant.
- 6** Involve Muslim people in the development and delivery of training and ensure representation.



# Please note:

Muslim people may find it easier to think critically about working class and migrant communities as they have representation in those areas. The LGBTQ+ community is less traditionally associated with the Muslim community and it should also be recognised that some people will feel that being from the LGBTQ+ goes against their beliefs (which is also true for other religions). It is important to recognise that there is an LGBTQ+ Muslim community and people should be able to share their opinion on all sides and be respected while also respecting others individual liberty.

This is an area which requires managing so that nobody feels that they are be discriminated against while being able to safely discuss and feel safe talking about the relationship between religion and the LGBTQ+ community.



BRADFORD DISTRICT

