



5D THINKING

MAGAZINE

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Reading Creation to Re-Connect with the Creator

Dr. Necati Aydin

Which Came First: The Chicken or the Egg

Dr. İlhan Akan & Dr. Ali Mermer

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Interview with Leila Shatara

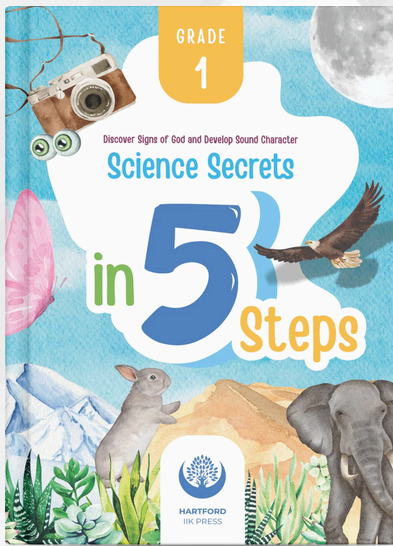
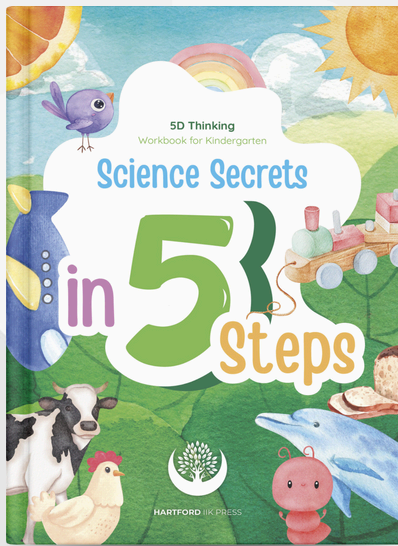
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EDITOR'S LETTER



Dear Readers,

Welcome to another captivating issue of 5D Thinking magazine!

In this issue, Dr. Necati Aydin explores how reconnecting with the Creator through the reading of creation fosters a holistic approach to learning and personal growth. Our features section presents Dr. Colin Turner's enlightening piece, "How to Educate an Apricot," providing unique insights into nurturing growth and understanding. Dr. İlhan Akan & Dr. Ali Mermer present their "Infinite Dependencies Series," inviting us to reflect on the interdependency of all things and the divine wisdom behind it.

In our book review section, Nadine Kamal provides an in-depth analysis of "Secrets of Divine Love" by A. Helwa, offering readers valuable insights into spiritual wisdom and understanding. Uzma Ahmed addresses the secular terminology we often encounter in her article "Natural Gas or Rahmani Gas." The 5D team presents the "5D Thinking: Questions & Answers" segment, where common queries about the 5D Thinking model are addressed, providing clarity and deeper understanding.

Our interviews section features an engaging conversation with Leila Shatara, Principal of Al-Hidaya School in Latham, NY, conducted by Uzma Ahmed. Uzma also shares details about the "5D Thinking: Essentials – Level 1 Online Training," providing an overview of this foundational program. Additionally, she covers the recent CISNA-hosted workshop on the 5D Thinking method, showcasing its growing influence and implementation in educational settings. Dr. Saba Ansari gives us an overview of the "Existence and Meaning Summer Program 2024," welcoming the 10th cohort of participants.

In our science section, Aisha Alowais presents "Ants: Tiny Surgeons," a fascinating exploration of ants as little surgeons. This article reflects on the divine gift that gives the appearance that ants can perform life-saving amputations with remarkable precision, highlighting the infinite power and will of the Creator.

As you journey through this issue, we hope you find inspiration in the stories, knowledge in the insights, and a renewed sense of wonder at the world around us. Thank you for being a part of our community and sharing in the quest for deeper understanding and meaning.

Warm regards,

**On behalf of the 5D Thinking Team,
Aisha Alowais**



READING CREATION TO RE-CONNECT WITH THE CREATOR

Dr. Necati Aydin

Beings or Books?

Heidegger spent almost his entire life urging people not to view being as mere objects. According to him, everything has meaning, like books in a universal library. We live in a world where every corner is filled with meaningful texts waiting to be read, not just objects to be used. Heidegger lamented that many people treat the world like illiterate children in a library, who see books merely as playthings rather than sources of wisdom. He questioned if we, as human beings, recognize the significance of meaning first and foremost, as we are inherently meaning-seekers. Heidegger believed that modern society has been misguided to view existence as meaningless, turning beings into mere instruments to be exploited as material objects, thus missing their true essence.

Heidegger's intellectual journey can be summarized as an effort to redirect our attention to the meaningful unfolding of being. He argued that everything unfolds before us to be read and understood. In other words, he invites us to look at beings as meaningful books. In the age of materialistic and technological advancement, he was acutely aware of the instrumentalization/commodification of beings and the removal of meaning from them.

Unfortunately, Heidegger did not provide a method for reading these "books" of beings, possibly because he did not know the language of being. He did an excellent job of attracting our attention to the meaning behind the matter. In a way, he invited people of modern times to perceive meaning in the beings instead of pursuing the accumulation of the matter.

The Connection Problem

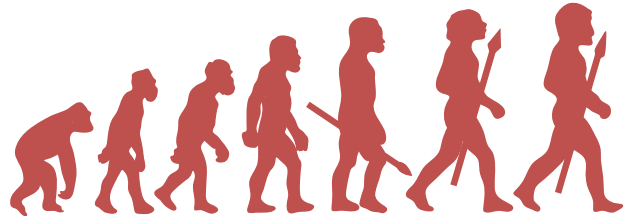
We argue that we lost connection with the Creator because of dominant secular ideology. Instead of reading beings in the name of the Sustainer, we read them in the name of false gods. The secular scientific explanation is sufficient to understand beings. We do not understand that the current secular explanation leaves no room for God. As Hawking famously says, "Before we understood science, it was natural to believe that God created the universe, but now science provides a better explanation." In other words, in old times, it makes sense to believe in God as the source of observed phenomena in the universe.

However, in modern times, science does provide an explanation for them. no need for God. Thus, we could explain material reality (physics), living beings (biology), chemical interaction (chemistry), and so on through science. In fact, all textbooks do exactly that right now. They do provide a so-called scientific explanation, leaving no room for the Creator.

The root cause of many modern problems can be traced to what we call the "connection problem"—the disconnection from the Creator. Since the Enlightenment, this disconnection has occurred in stages. Initially, we've separated the self from the Sustainer and creation from the Creator, viewing creation as independent of Him and this world as disconnected from the Hereafter. Subsequently, we've replaced our connection with God with false gods (taghuts in the Qur'anic terms), such as the ego, nature, material causation, and chance. Instead of seeing creation as a manifestation of the Creator's attributes, we attribute it to blind nature, material causes, and random chance. We've been encouraged to believe in our own unlimited power, self-reliance, and the idea that we can do without God.

Historically speaking, we argue that disconnection began with physics. Perhaps it was Galileo and Newton who provided a mechanistic understanding of the universe. If the universe works like a clock, then we might need God only as a clockmaker. We do not need Him to explain how the clock works.

This mechanistic view of Newtonian physics opens a door for deistic understanding. Though Newton was a believer, His works largely led humanity to lose their belief in God.



What began with physics soon infected other disciplines. In biology, it was Darwin who cut the connection between life and God as the Life Giver. Indeed, life is the most amazing sign of God. It is a miraculous work of His. With Darwinian evolution, once we explain life through natural processes over millions of years, obviously, this leaves no room for God.

This shift has produced a "godless humanity," where self-help and self-worship dominate both secular and so-called religious teachings. We now see creation not as the work of the Creator but as the product of nature, material causes, and random chance. This secular trinity has replaced the divine, and scientific discourse often substitutes the concept of nature for God, avoiding direct references to avoid criticism from those of faith. The concept of "nature" has, in many ways, replaced God in our understanding of the universe.

We also attribute personal and social events to random causes or natural forces, ignoring the Creator's role in shaping our lives. This has completed our disconnection from the Creator, making it seem unnecessary to bring the Creator back into our understanding.

Reconnecting through the Qur'an

We argue that the Qur'an points to beings as books and teaches how to read them. Indeed, the first verses revealed to the Prophet Muhammad (peace be upon him) called for reading and seeing the messages in creation. The verse was a call for reading the beings. "Read! In the name of your Sustainer who creates." This means we shall not read beings in the name of nature, physical laws, material causation, or random chance. Instead, we shall see them as meaningful acts of the All-Knowing, All-Powerful, Most-Merciful, and Most-Kind Creator. He communicates to us through His creative acts. He speaks to us through His caring and compassionate works. Thus, we are supposed to read and respond to Divine messages. We are supposed to be connected to the Creator through creation.

The essential goal of the Qur'an is to reconnect everything to the Creator. Like the story of Prophet Ibrahim (Abraham) in the Quran, it teaches us to see the Creator in our lives, recognizing our dependence on Him for everything. This connection aligns us correctly with the Creator, understanding our role as His servants (Abdullah) in the Quranic sense.

It urges us to recognize His hand in everything, from the sustenance that nourishes us to the trials that test us. This connection fosters humility, recognizing our dependence on the Divine and attributing all blessings and accomplishments to His grace and power. The Qur'an emphasizes the continuous connection between creation and the Creator, likening it to the relationship between a shadow and its origin.

Just as a shadow cannot exist without its source, creation is a manifestation of the Creator's names and attributes. Therefore, we are meant to see creation as a mirror reflecting God's infinite beauty, wisdom, and power. Observing creation should reveal the messages from the Creator, a form of divine communication.

However, this connection has been lost, even among Muslims, because we have reduced divine communication to the Qur'an and Hadith, neglecting the messages in creation. We emphasize memorization rather than understanding, missing the connection with the Creator through creation.



5D Thinking Model: Reading Pure Science and Perfect Signs

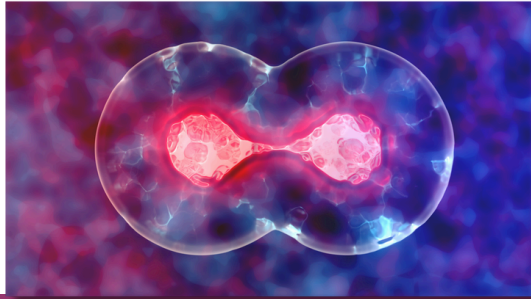
The objective of the 5D Thinking model is first to disconnect the self from ego and secular views, then reestablish a proper connection with the Creator. This shift changes our perception of being from objects to manipulate to meaningful signs to understand. The goal is to gain wisdom and understanding to excel as the best of the creation. Ultimately, the objective is not to oppose science but to view it as the study of God's signs, gaining knowledge to connect with the Creator and become better human beings.

Then, the goal is to rebuild a connection with the Creator by encouraging us to read and interpret the signs within creation. The 5D model guides us to see the world through a 5D lens, understanding that everything around us is a message from the Creator. When we observe trees, birds, stars, and everything around us, we should see them as signs of the Creator. Each element of creation communicates the Creator's attributes, telling us about His infinite knowledge, power, mercy, and wisdom. This understanding leads us to recognize our ultimate dependence on the Creator and trust in His provision and care.



By engaging with creation this way, we can rediscover our true place in the universe, cultivate a sense of awe and wonder, and deepen our relationship with the Divine. Our objective shifts from accumulating worldly possessions and boosting our egos to gaining wisdom, understanding reality, and connecting with the Creator. This transformative perspective changes how we interact with the world, promoting stewardship, compassion, and a profound respect for all creation.





WHICH CAME FIRST: THE CHICKEN OR THE EGG?

Dr. İlhan Akan & Dr. Ali Mermer

"Which came first, the chicken or the egg?" is a well-known expression highlighting a crucial existential question: how does life begin?

Every multicellular organism, like human beings or animals like monkeys, goats, sheep, and even mosquitoes, starts from a single cell called a zygote. In the common understanding of life, we think that this single-celled zygote develops into a multicellular organism like humans.

Does the single-celled zygote develop itself into a multicellular organism? Is this possible? Let's take a closer look at how a zygote develops because it appears to our eyes as if it is developing on its own. Only then can we answer the question, "Can these elements perform all these biological and chemical reactions themselves or not?"

First, we see that a zygote needs an environment, such as an egg (birds, chickens, mosquitoes) or a uterus (mammals such as humans, monkeys, goats, and sheep). This environment contains "all the navigation signals" that guide the zygote on what to do to develop. In other words, the zygote cannot develop on its own; it needs external factors (which have no knowledge to communicate, free will to choose, wisdom to choose the better the best options by themselves) to instruct it what to do, which genes to activate; all things that it needs to develop.

The first stages of development are dependent on these external factors.

To be more precise, the genes within the newly created zygote remain inactive for the initial 10-24 hours of development (a critical period). During this time, the zygote cannot produce its proteins, which are essential for developing a new organism. Instead, the zygote relies on pre-existing cellular machinery, including messenger RNAs (mRNAs) created in the mother, positioned outside the zygote cell. These mRNAs contain the instructions for protein synthesis, but they must be created through the mother's cells before fertilization. This raises the question of whether the chicken or the egg comes first in the creation of humans. A simple search says that eggs come first. Now, I want you to think about how the egg can or cannot begin life without the help of "outside" factors as we observe it.

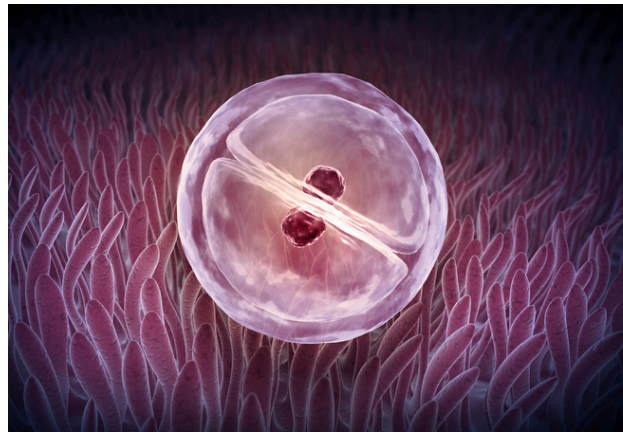
Let's think about this so-called "scientific" explanation for a minute. The egg was an organism, and some natural forces randomly made it evolve into an egg and made itself dependent on materials (such as proteins, RNA, and food) that exist outside of the egg. Then, the egg was forced by some external/natural factors or some random evolutionary events (as evolution claims, changes are random) to require a mother and conditions, such as a particular temperature, to develop. How can this make sense? Why would a living organism put itself into a more needy and vulnerable position? Evolution, as claimed, should favor the survival of the fit or randomly evolved but better-fit organism to survive.

The statement that "the egg came first" makes no sense; to claim it is a contradiction if you think about it from an evolutionary perspective. You can probably come to the same conclusion if you try to explain that the chicken comes first. If anyone claims that the chicken comes first, they must accept the same unexplainable, irrational, and unrealistic assumptions force-fed by evolutionary theory.

Now, we will see in the following explanation that neither the chicken nor the egg comes first. The egg is infinitely dependent on the chicken, and the chicken is infinitely reliant on the egg.

Both of them need to be independently given existence (I am using the language of evolutionists to explain their claim by an external agent that has the ability to

continuously create the whole universe in such a wisely arranged wisely, and orderly way. Otherwise, we cannot explain the infinite interaction between the chicken and the egg. Observing all of these infinite interactions in the laboratory will show that it is impossible for life to originate from unconscious, blind, and powerless matter, which itself needs to be given existence.



It's clear that a zygote cannot start its life without the help of external factors. However, naturalist scientists don't want you to question this step. Let's explain how the development is even more complicated to show more dependencies. As the egg develops and cells divide, the next step is the migration of cells to form organs, such as the nervous system, digestive system, and so on. Interestingly, the cells in the egg cannot inherently know which genes to express, where to go, and what takes place in the development of the organ they need to form.

An example will make this easier to understand. Imagine that cell "A" needs to form a nerve cell. However, the precursor cell "A" cannot know how to make it. It needs other cells to tell it what to do.

Other surrounding cells (which come from the same precursor cell "A") will send signals to cell "A," telling it which genes to activate and which way to migrate at what time.

(I haven't even mentioned how the mother knows which nutrients are necessary and how a zygote knows what to use and when. These nutrients are all provided by external factors.)



Wait a minute. **The surrounding cells and other external factors don't know anything about how the body should develop.** Yet they guide cell "A" and tell it what to do! You see the infinite dependencies between them. Every cell functions as it is told by other cells or materials around it. So the question is, what comes first? You have probably heard of the famous scientific discovery the "stem cell", which in theory acts like the zygote and can potentially form any type of cell we can imagine.

What you have never heard is that a "stem cell" needs constant "reminders" or, more scientifically "signals," from the cells surrounding it. In fact, if you want to grow a "stem cell" in the lab, you must grow it in the presence of external factors.

These factors need to constantly send signals to the "stem cell" to keep it as a "stem cell." These factors come from already existing differentiated cells! How can this be? If other cells already exist by themselves, why are we talking about "stem cells" then? Let's clarify: Why would a "stem cell" make itself needy of external factors? Accepting the so-called scientific mechanism that a "stem cell" is the origin of all the other cells cannot be validated by what we observe in the lab or in any biological organism.

Aren't stem cells and external factors infinitely dependent on each other? What depends on what? What comes first, and what comes second in existence?

Does the stem cell come first, or do the external factors come first so that the one that comes first can be the reason for the other one to exist? Would it not be a logical conclusion to admit that nothing can be the reason for the existence of any other things, but all of the things of the universe must be continuously given existence at the same time at every moment? How can we claim that all cells come from a stem cell, while the stem cell needs already differentiated cells and external factors to exist as a "stem cell"?

This puzzling question remains unanswered for intelligent human beings. It must remain unanswered because the only way to answer this question is if one admits that the universe in its entirety needs to be brought into existence continuously by an Absolute Source of Existence.

A stem cell depends on the differentiated cells and external factors surrounding them in every multicellular organism, from mosquitoes to humans. The basic mechanism is the same, but each organism has its unique signature modifications.

So, the commonly used question by laymen is: which came first - the chicken or the egg? Which depends on which?

None of them can come first- they must all be given existence in such a way that we conclude that they depend on each other at every moment.

The impossibility of life occurring on its own will eventually show us that "life," like any other thing, can only be given by the One who creates everything, knows everything, and controls everything at every step. The Source of Existence continuously sustains the acts of creating with His Infinite Qualities at all times. Very different organisms show similar mechanisms of development, which can only be explained by the fact that they are created by this necessarily existent "omniscient", "omnipotent" One. The One must be a Creator with infinite, absolute qualities; he is called GOD.

We see in the Qur'an, Chapter "The Believers" (23) verses 12-14:

"We have created man from an extract of clay. Then We made him a sperm drop in a firm resting place. Then We turned the sperm-drop into a clot, then We turned the

clot into a fetus-lump, then We turned the fetus-lump into bones, then We clothed the bones with flesh; thereafter, We developed it into another creature. So, glorious is God, the Best of the creators (you can imagine)."

In the above example, He states that He continuously 'creates' the fetus from its existence to a baby in the mother's womb. The verses clearly point to Allah as the Creator of every process.

Think about it - how impossible would it be for "random evolutionary or natural causes" to create an orderly fetus development system (where everything depends on each other)? Doesn't it make more sense that the One who creates each stage of this orderly development is All-Knowing and Creates every step in every moment of the fetus' development?

The Absolute Creator further challenges us in Chapter "al-Hajj" (22): 73

" ... All those whom you invoke besides God can never create (even) a fly, even though they all join hands together for that....".

None of those "evolutionary forces" or "random natural events" can ever create life or create and sustain the dependencies covered above.

We can confidently conclude that "all these living, complex, interrelated, interdependent events can only be continuously created in order at every moment by the necessarily existent One who must be All-knowing and All-powerful."



HOW TO EDUCATE AN APRICOT

Dr. Colin Turner

There's a lot we can learn from jam. Any kind of jam, actually, but I'm using apricot jam as an example because it's one of my favourites.

The issue concerns how we teach and learn and the difference between education and instruction. In Islam, classically, the word 'Tarbiyah' (from the same root as the word 'Rabb', which means God as Cherisher and Sustainer), is the one that we translate as 'to educate'.

Now the Latin root of 'education' is 'educere', which means "to lead, or draw out". In other words, education is about 'drawing out' of the child what is already there, lying latent within the child's mind, heart and created disposition (fitra). True education is actually about reconnecting the child with what the child already knows innately.

The knower and the thing that is known are deeply connected, and when the educator 'draws out' this truth from the child, the child is able to understand this through both its rational intellect and its intuitive intellect. It "remembers" (tadhakkur) the connections between things because the child has already been taught all of the Divine names. And it is the Divine names which not only hold up the cosmos, but also underpin all knowledge and learning.

So where does the apricot jam come in? Well, the apricot has to be 'educated' (tarbiyya) in order for what lies within it innately to be 'drawn out'. What lies within the apricot innately? Well, one of the most obvious things that lies within the apricot innately is the ability to be cooked and softened and turned into jam. All apricots have the potential to be made into jam. But they have to be 'educated' in order for what lies within them to be 'drawn out'. So we put the apricot in boiling water and boil it with sugar until what lies within it latently is 'drawn out', just as learning and knowledge are 'drawn' out of children through 'tarbiyya', which also carries the sense of 'drawing out' that which is within.



This is why, in Persian for example, the word for 'jam' is 'murabba'. And the word 'murabba' means "something upon which tarbiyya has been made". In other words, apricot jam is a jam that has been educated, and which has reached its ultimate potential. This is the true meaning of education, of tarbiyya. And it is the Islamic way – although most Muslim educators seem to have forgotten this.

Oh, and why is education different from instruction? Well, education is 'drawing out' what is already innate and latent in the child. Instruction, according to its Latin root, can mean "to pile on" or "to build on", which gives one the idea of information being 'piled on' the child from outside, rather than being gently and carefully drawn out. Education, in its true sense, is the classical, traditional way of teaching a child, whereas instruction – piling facts and information on the child – seems to be the way of modernity. Which is better depends on whether you want people to develop their rational intellects to the detriment of their intuitive intellects, which is what you get when you rely on instruction. When you rely on education, both kinds of intellect are catered for.

And which is why, if you want an apricot to reach its full potential, you have to educate it rather than instruct it!





A BOOK REVIEW OF "SECRETS OF DIVINE LOVE" BY A. HELWA

Nadine Kamal

"Secrets of Divine Love" by A. Helwa provides a profound exploration of Islamic spirituality, particularly emphasizing the Names of Allah. Helwa masterfully bridges complex theological concepts with accessible prose, guiding readers through a transformative spiritual journey.

Central to the book is the Tawhidi paradigm, which underscores the oneness and unity of Allah. Helwa illustrates how each name of Allah, such as Al-Wadud (The Loving) and Al-Ghaffar (The Forgiving), reflects His boundless love and mercy. Readers can experience a holistic and interconnected understanding of Allah by profoundly engaging with these attributes. Helwa's approach is intellectual and experiential, encouraging practices like prayer and meditation to internalize these teachings. Her inclusive writing style makes Islamic spirituality accessible to a broad audience, regardless of their background.

The author seeks to build bridges between people of different faiths and among Muslims of different schools of thought who practice their faith differently, a challenge Helwa considers even more difficult.

Helwa profoundly reflects on the importance of recognizing the divine presence in every aspect of life. She intertwines rational elements and techniques, encouraging readers to overcome negative thought patterns and embrace a more mindful and spiritually aware existence. These pages provide practical exercises to foster gratitude, self-awareness, and a deeper connection with Allah. Helwa addresses the need to bypass veils of misperceptions formed during childhood that shape our reality. These veils, she argues, prevent a true understanding of the Divine and hinder spiritual growth.

Helwa also uncovers the meanings behind pre-prayer rituals, Zakat, Hajj, and death, offering a deeper understanding of these practices. She explains how these rituals are not just religious obligations but profound spiritual exercises that connect believers to Allah and the greater purpose of life. Additionally, she delves into the symbolism of the postures of prayer, illustrating how each movement is a physical manifestation of submission, humility, and connection to Allah.

"Secrets of Divine Love" is an essential read for those seeking a deeper connection with Allah, offering a refreshing perspective that elevates the ordinary to the miraculous. Helwa's eloquence and heartfelt insights make this book a valuable resource for spiritual growth and transformation.



NATURAL OR RAHMANI GAS?

Uzma Ahmed

In our everyday language, the words we choose carry significant weight, shaping our understanding and relationship with the world around us. This corner, "Your Words, Your World," examines common secular terms and uncovers their deeper implications. We aim to encourage a more conscious and appreciative vocabulary that reflects a recognition of the divine gifts in our lives. In this issue, we examine terms like **"Natural Gas," "Natural Resources,"** and **"Natural Reserves."** These phrases can be misleading, suggesting an independent existence of these resources. By understanding the deliberate and intelligent processes behind their formation, we propose more meaningful alternatives that honor these blessings as manifestations of divine mercy and generosity.

'Natural' gas was discovered between 6000-2000 BC in gas fields in the Baku region of Azerbaijan.

By around 500 BC, ancient Chinese civilizations made the first 'natural' gas pipelines from bamboo to boil saltwater and produce salt brines. In the 1st century AD, 'natural' gas was first used in homes in Persia. Gas seeping through the Earth's crust was struck by lightning, producing a flame that never extinguished. The King of Persia built his royal kitchen next to it to utilize the flame [1].

The term **'natural gas'** can be misleading as it implies that this essential resource, which humans have relied on for millennia, exists independently and is inherently provided by the Earth. This phrasing suggests a notion of the Earth as a benevolent provider.

Just as synthetic fuel is manufactured through deliberate processes involving human knowledge, technology, and intent, 'natural' gas is also the result of complex and precise processes that cannot occur independently.



Just as a factory requires careful design, controlled conditions, and purposeful actions to produce fuel, the formation of 'natural' gas in the Earth requires specific geological conditions and processes that are not the product of random occurrences but are indicative of intelligent design and purposeful creation. This analogy highlights that synthetic fuel and 'natural' gas are outcomes of sophisticated processes that necessitate knowledge, will, and power.

The terms **Natural Gas**, **Natural Resources**, and **Natural Reserves** obscure the deeper understanding that such resources are, in reality, blessings bestowed upon us. Recognizing this, it would be more appropriate to refer to it as '**Rahmani gas**,' acknowledging it as a manifestation of Allah's mercy and generosity.

'**Rahmani gas**' is a gift that has a profound impact on human civilization. Without this divine resource, our lives would be drastically different. We would lack a vital energy source for heating, cooking, and electricity, leading to a significant decline in comfort, convenience, and technological advancement. The availability of electricity, which 'natural' gas helps generate, would become more limited and expensive, affecting everything from daily household activities to the functioning of hospitals, schools, and businesses.

Our dependency on less efficient and more environmentally damaging energy sources would increase, highlighting the indispensable role of 'Rehmani gas' in enhancing our quality of life and driving progress.

This perspective not only corrects the misconception but also fosters a sense of gratitude and reverence for the divine providence that sustains our existence.

"Which of your Lord's favors will you deny?" [Surah, Ar-Rahman]



[1] <https://group.met.com/en/media/energy-insight/when-was-natural-gas-first-used#:~:text=Natural%20gas%20was%20discovered%20between,from%20bamboo%20in%20ancient%20China>.



5D THINKING: QUESTIONS & ANSWERS

5D Thinking Team

Welcome to the "5D Thinking: Questions & Answers" section of our magazine! This corner is dedicated to exploring complex and thought-provoking questions submitted by our audience, including teachers, educators, and inquisitive minds. This section aims to offer clarity and encourage deeper understanding of 5D-Thinking-related questions. Join us as we navigate these fascinating intersections and uncover profound truths.



Q: In the 5D Thinking model, can we consider evolution as a God-created mechanism? Is it true to say, "Allah creates living beings through evolution?" If Allah creates through specific mechanisms, why not accept evolution as a mechanism through which Allah creates life? This is known as theistic evolution, and many Christians and some Muslims believe in it.

A: While theistic evolution attempts to reconcile faith with scientific theory, it fundamentally contradicts Islamic theology. Evolution, rooted in secular ideologies, suggests that life emerged without a creator through random chance, natural laws, and material causes. This contradicts the Islamic belief in Allah as the sole Creator and Sustainer, who creates continuously and purposefully.

Second, if you insist on believing in the evidence for evolution, you encounter another problem. Evolution relies on the concept of millions of years of gradual changes. However, Islamic teachings emphasize that the universe is being created and recreated every moment. This leaves no time for the gradual changes evolution proposes.

Third, it's important to understand that Allah doesn't merely create causes that then produce effects. He creates both causes and effects. It's not as if Allah set a system of wires, a light switch, and a bulb and then provides electricity through them. He creates this entire system, including the electricity, anew every moment. His creation is orderly, but this order is not a separate entity; it's simply the way Allah consistently creates.

Q: What about the human effort involved in creation? For example, planting a seed, cultivating it, and eventually harvesting fruit—isn't that human effort?

A: This is a crucial question that many Muslims misunderstand. While we acknowledge and value human effort, it's important to remember that all power and agency ultimately belong to Allah alone. Like planting a seed, human actions are a form of supplication through action (du'a fiili). We utilize the mechanisms (sunnatullah) Allah has provided, but the outcomes are ultimately in His hands. The light switch analogy helps illustrate this. To enjoy light, we need to understand the mechanism and use the switch, but the light itself comes from the power source. Similarly, our actions are a way of "asking" for Allah's blessings, but He is the ultimate provider.

The Qur'an states that there is no change in Allah's way of creating (sunnatullah). Therefore, we must follow His established ways to obtain what we desire. In modern times, non-Muslims have excelled in utilizing these mechanisms effectively. Unfortunately, many Muslims neglect this aspect, leading to a lag in scientific and technological progress.

The correct approach is to recognize these mechanisms as forms of supplication and utilize them as needed, as was done during the golden age of Islam. By doing so, we can excel in various fields while acknowledging that our achievements are blessings from Allah, fostering humility and gratitude.

Q: In the 5D Thinking perspective, can we say that honeybees make honey following Allah's command?

A: In Surah An-Nahl, Allah (swt) says:

وَأَوْحَىٰ رَبُّكَ إِلَى النَّحْلِ أَنِ اتَّخِذِي مِنَ الْجِبَالِ بُيُوتًا
وَمِنَ الشَّجَرِ وَمِمَّا يَعْرِشُونَ ثُمَّ كُلِي مِن كُلِّ الثَّمَرَاتِ
فَأَسْلِكِي سُبُلَ رَبِّكِ ذُلَالًا يَخْرُجُ مِنْ بَطُونِهَا شَرَابٌ
مُّخْتَلِفٌ أَلْوَنُهُ فِيهِ شِفَاءٌ لِلنَّاسِ إِنَّ فِي ذَٰلِكَ لَآيَةً
لِّقَوْمٍ يَتَفَكَّرُونَ

This verse describes Allah's command to honeybees regarding their behavior and activities, but the specific wording regarding honey emphasizes that it "comes out of their bellies" (يخرج من بطونها) rather than being explicitly "made" by them. This subtle distinction aligns with the broader understanding that Allah is the ultimate Creator, and the bees merely fulfill their divinely ordained role in the process. Allah creates honeybees as well as honey. However, He always creates honey through honeybees.





INTERVIEW WITH LEILA SHATARA

PRINCIPAL OF AL-HIDAYA SCHOOL, LATHAM, NY.

Uzma Ahmed: Jazak Allah Khair, thank you for joining me today. I hope you are well. You have so many years of experience in education, so what made you want to work in an Islamic school rather than a public school?

Leila Shatara: I loved working in public school and was deeply attached to the children. However, working in an Islamic school offers a more profound gratification. It keeps me closer to Allah, as I can remember Him and speak about Him daily. I live for education, and all that goes with it, but here, it connects me to Allah personally.

Uzma Ahmed: What has been your main challenge in developing a curriculum at your current school?

Leila Shatara: One of the main challenges has been the lack of resources and materials tailored to our needs. While researching, we found no full-time school with a curriculum from an Islamic worldview, although there were integrated curriculums at different levels. We visited other schools and realized we needed to design our own curriculum.

Uzma Ahmed: How did you approach developing your own curriculum?

Leila Shatara: The leadership in our community wanted a place where there was no disconnect between faith and education. We defined the worldview ourselves, designing it to align with others while maintaining our unique perspective. We based our curriculum on what was already out there, from 'Shakhsyah,' 'Concentric Circles', and 'Principles of Islamic pedagogy'. We did a deep dive into it, shared it with the staff, and developed our own curriculum.

Uzma Ahmed: How do you define 'worldview'? What is unique about your understanding of 'worldview'?

Leila Shatara: Our understanding of worldview begins with an appreciation of Allah's blessings, creation, attributes, and the stories of the Prophets. Our thematic curriculum is designed to reflect this perspective.

Uzma Ahmed: In a secular world, this is a challenging task. What do educators need to do to build and develop this worldview?

Leila Shatara: It's about the teacher and her mindset. Changing the teacher's mindset through training and professional development took time. It eventually translated into the students' responses. We realized that teaching a way of thinking is transformational.

Uzma Ahmed: What steps did you take to change the teachers' mindsets?

Leila Shatara: We gradually shifted the teachers' mindsets through consistent training and professional development. It was a transformative process for both the mind and heart. Often, we take the means (asbab) as the reason for outcomes rather than recognizing Allah's facilitation of those means. For instance, Allah provides all the means that bring us water. Understanding this deepens our connection to Him.

The greatest gift of the 5D Thinking Model is its framework for changing how we think about things. By following the five steps, we build strong cognitive patterns, making this way of thinking the default for our students.

Uzma Ahmed: How does the 5D Thinking Model help children at a young age?

Leila Shatara: The 5D Thinking Model helps us change how we think about things.

We build patterns in their brains by getting students to think through the five dimensions.

The stronger these patterns are, the more they become the default for the students, connecting their minds and hearts to Allah.

Uzma Ahmed: How do you address the need for concrete and applied knowledge as students progress through the grades?

Leila Shatara: We live in a world that is often disconnected, so we need tools to be concrete and apply knowledge from one level to the next, scaffolding it year by year. As we advance, we plan to develop our curriculum into other subject areas and write our own stories and graphics.

Uzma Ahmed: What did you like about the 5D Thinking Transformational Teaching Online training you attended in June?

Leila Shatara: It was great. We began with brain teasers that challenged us to think differently. It was transformative; my mind and heart were challenged. The training emphasized the ongoing journey to Allah and highlighted the connectedness of everything. For example, comparing it to a coral reef shows how everything is connected, making it hard not to believe in a higher power. This level of reflection was powerful.

Uzma Ahmed: How will you implement this training model in your school?

Leila Shatara: We plan to adopt the training model in our school and continue developing it. The journey to integrating this model is ongoing, and we aim to train our staff thoroughly to ensure its effective implementation.

Uzma Ahmed: JazakAllahkhair for your valuable insights.



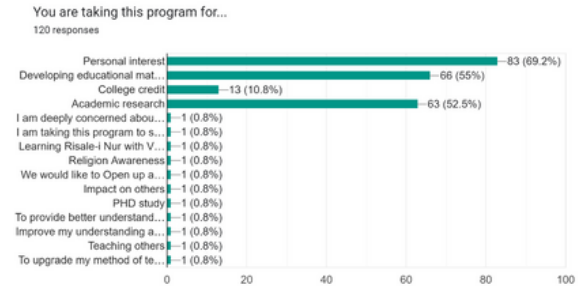
EXISTENCE AND MEANING SUMMER SCHOOL 2024: WELCOMING THE 10TH COHORT

Dr. Saba Ansari

The Existence and Meaning Summer Program 2024 proudly announces its 10th cohort, with 120 applicants, out of which 55 have been selected based on their impressive CVs and commitment to the program. This year's cohort includes more than 30 students awarded full scholarships, covering their tuition fees and onsite charges, while 2 students are auditing the courses. The program spans nine weeks, with eight weeks of online classes followed by one week of onsite classes at Uskudar University, Istanbul, from August 12th to 17th. This is the third hybrid cohort, following the immense success of the previous ones held in Istanbul and Kuala Lumpur last summer and fall, respectively.

Participant Interests and Goals

From the total number of applicants, the motivations for joining the program were diverse:



Mid-Term Feedback Survey and Testimonials

To ensure the program meets the expectations and needs of the participants, a mid-term feedback survey was conducted. Participants provided valuable insights and testimonials about their experiences:

Raghad Bani Khaled from Jordan shared, *“My experience has been extremely beneficial despite the language barrier. I am very happy to be part of these courses.”*

An anonymous participant stated, *“The program bridges Islamic and secular ideas, deepening my understanding of Aqeedah and the methodology of Western writers.”*

These testimonials highlight the transformative impact of the Existence and Meaning Summer Program, reinforcing its mission to integrate scientific knowledge with spiritual insights for deriving character lessons.

1. RNK-PHIL 551: Worldview and Harfi Perspective for Integration of Knowledge

Instructors: Dr. Necati Aydin and Dr. Mustafa Tuna

This comprehensive course delves into Said Nursi's perspectives on science, addressing the challenges posed by secularization in knowledge domains.

It explores the contrasting narratives of secular & Tawhidi worldviews, emphasizing phenomenological, ontological, epistemological, teleological, anthropological, & axiological perspectives.

Key Nursian concepts such as mana-i harfi, mana-i ismi, nazar, and niyyah are critically examined to diagnose and propose solutions to secularization.

The course also explores Nursi's concept of 'ana' (self) and the differing worldviews and aspirations shaped by secular and Tawhidi lenses.

Using the 5D Thinking Model, students will gain insights into a scientific reading of the universe, linking Divine acts to various Divine names and attributes.

The course also covers the self-determination theory in secular and Tawhidi worldviews and the Comprehensive Human Nature Theory from an Islamic perspective. Practical integration of knowledge at the curricular level is emphasized, with hands-on practices in writing scientific topics using the 5D Thinking Model.



2. RNK-PHIL 554: Divine Names: Source and Meaning of Existence

Instructors: Dr. Colin Turner and Dr. Mahshid Turner

This graduate-level course explores the nature, meaning, significance, and practical implications of the 'beautiful names of God' in the context of the search for meaning. Drawing heavily on Bediuzzaman Said Nursi's magnum opus, the Risale-i Nur, the course aims to develop a comprehensive understanding of Nursi's "theology of the Names."

It places Nursi's work in its historical, sociocultural context and examines its relevance to contemporary psycho-spiritual needs. Students engage critically with primary texts and discussions, with Nursi's thought positioned as an imperative for our age. The course includes fourteen units, fostering collaborative engagement with Nursian thought for both academic and personal psychospiritual development.



AL-WĀḤID – INCLUSIVE UNITY

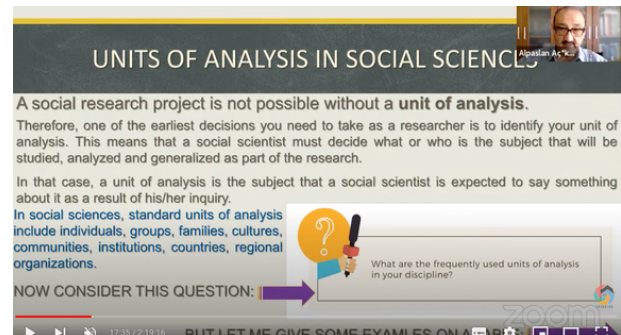
- Oneness or 'Inclusive unity'
- The similarities and points of convergence between beings, for example, snowflakes, shows that all unique snowflakes are, because of their undeniable likeness to each other, the product of the same One, Singular Creator.
- The reality of 'inclusive unity' shows that there cannot be different creators for different created beings, thus doing away with the notion of a multiplicity of gods.

3. RNK-PHIL 540: Scientific Methodology and Meaning

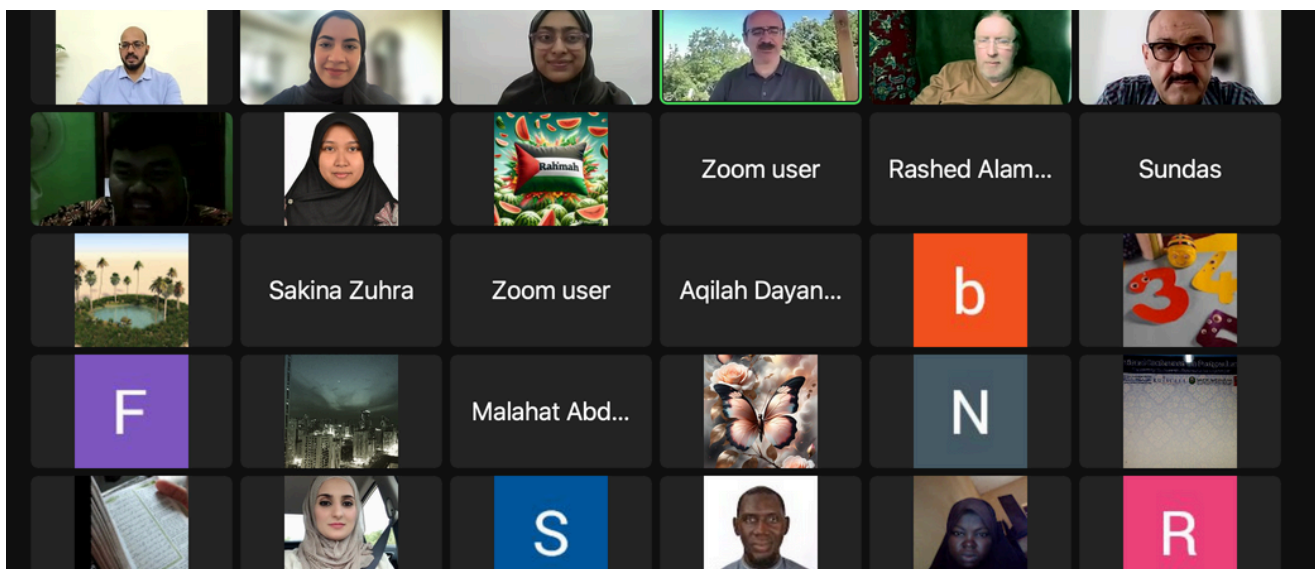
Instructor: Prof. Alparslan Açıkgenç

This advanced course covers "Scientific Theories, Methodology, and Meaning," investigating the fundamentals of theories and methods in the social sciences and humanities. It offers a comprehensive exploration of scientific inquiry foundations and applications, delving into the development, validation, and evolution of scientific theories.

Students will gain a deep understanding of scientific methodology, including observation, hypothesis formulation, experimentation, and theory construction. Through critical analysis and discussion, participants will explore the significance of scientific theories in shaping our understanding of the natural world and their societal implications. The course equips students with the tools to evaluate and engage with scientific knowledge rigorously.



This year's Existence and Meaning Summer Program promises to be a transformative journey for the selected participants, fostering a deeper understanding of the intersection between science and spirituality. The onsite classes will hopefully provide an enriching culmination to the intensive online sessions, continuing the program's tradition of excellence and meaningful engagement, InshaAllah.





5D THINKING ESSENTIALS LEVEL 1 TRAINING

Uzma Ahmed

In June, we launched the first cohort of our 5D Thinking training program for transformative teaching designed to revolutionize education by integrating holistic teaching methods that embed character development at their core.

Our program addresses the separation of creation from the Creator, aiming to cultivate a deeper understanding of the interconnectedness of all things and the divine wisdom behind creation.

Global Participation and Diverse Insights

Our inaugural cohorts included participants from a wide array of countries, including Canada, Lebanon, India, Malaysia, Nigeria, Pakistan, Uganda, the UAE, and the US. This diversity enriched the learning experience, fostering a global exchange of perspectives and ideas.

Course Content

Module 1:

The Core Problem in Knowledge and Education

Lecture & Activity 1: Separation of Creation from the Creator

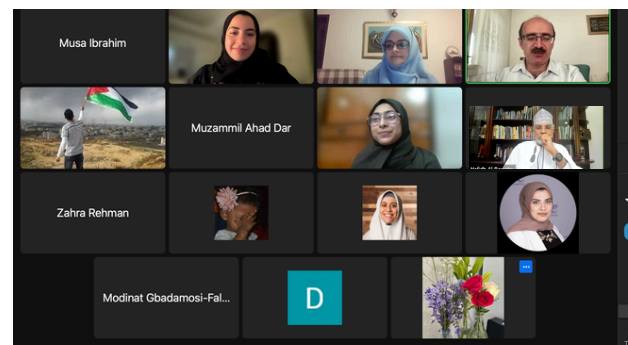
Participants explored the historical and philosophical roots of the perceived separation between creation and its Creator, examining the impact of this divide on contemporary knowledge and education systems.

Lecture & Activity 2: Why, What, and How of 5D Thinking

This session provided an indepth introduction to 5D Thinking, detailing its purpose, principles, and practical application in educational contexts.

Lecture & Activity 3: Reading the Signs and Reflecting on the Divine Names & Seeing Beauty in Creation

Participants learned to perceive and interpret the signs of divine wisdom in the natural world, encouraging a reflective and appreciative approach to education and life.



Module 2

Worldview: Formation, Importance, and Varieties

Lecture & Activity 4: Secular Trios Nature, Causes, and Chance

This lecture dissected the secular perspectives that attribute phenomena to nature, causes, and chance, challenging participants to reconsider these views through the lens of 5D Thinking.

Lecture & Activity 5: Worldview Formation and Education & Tawhidi versus Secular Worldviews

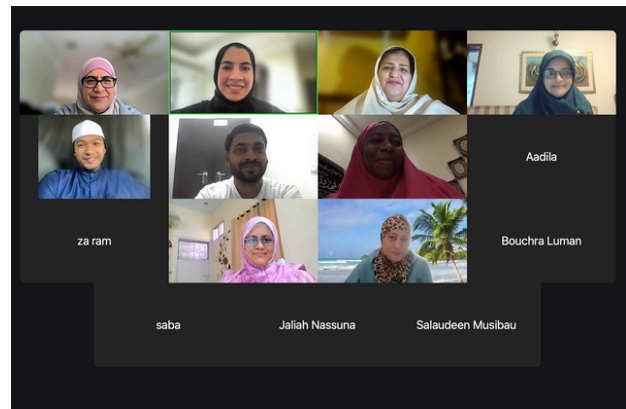
Participants examined the processes behind worldview formation, comparing and contrasting Tawhidi (unified) and secular worldviews, and their implications for education.

Lecture & Activity 6: Transformative Teaching with 5D

The final session focused on practical strategies for applying 5D Thinking in teaching, aiming to create transformative educational experiences that integrate scientific understanding with spiritual insights.

Transformative Impact: Testimonials from Participants

The feedback from our participants has been overwhelmingly positive, highlighting the transformative nature of the 5D Thinking program.

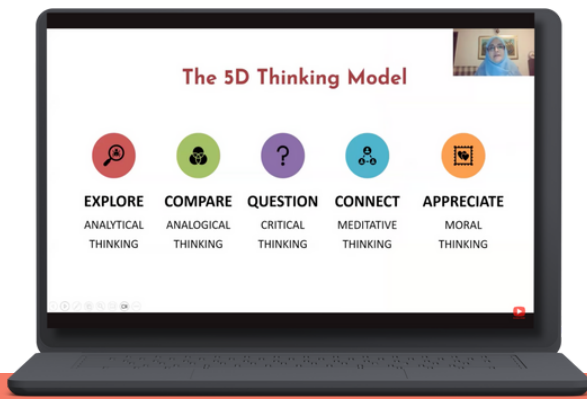


Testimonials described the experience as "life-changing," "visionary," and a "complete package" that they look forward to continuing in Level 2. Many expressed excitement about being part of the 5D community.

"Through this program, I have gained a profound understanding of causal relationships and the Islamic perspective on creation, which provides a refreshing contrast to more secular worldviews. The mana-i harfi (integrative and holistic) approach used in the program has been particularly insightful, allowing me to re-examine my existing knowledge of science and Islamic education from a new, more holistic lens."

- Musa Ibrahim, Nigeria

As we move forward, we are committed to expanding the reach of 5D Thinking, helping more educators and learners to embrace this holistic, character-embedded approach. Our goal is to foster a new generation of thinkers who can see beyond the surface of phenomena to the divine wisdom and beauty that underlies all creation.



CISNA HOST 5D THINKING WORKSHOP

Uzma Ahmed

In a recent three-hour online session, 40 educators from the US, part of the CISNA network, delved into the transformative 5D Thinking method. This session was designed to uncover hidden secular ideologies, integrate the signs of Allah into education, and showcase practical applications from our workbooks on seasons, all while using our famous camel analogy to highlight divine wisdom and character building.

This transformative session was graciously arranged and hosted by Sufia Azmat, Executive Director of CISNA, and Azra Naqvi, Treasurer and Board Member of CISNA. Their dedication and support were key to the success of this event.

Hidden Secular Ideology in Education

The session began with a revealing look into the subtle secular ideologies embedded in modern education.

Participants were guided through the historical and philosophical underpinnings that often obscure the connection between creation and the Creator, encouraging them to critically evaluate and address these influences in their own teaching practices.

Integrating the Signs of Allah with 5D Thinking

In the second session, educators were introduced to the core principles of the 5D Thinking method. This approach emphasizes reading the signs of Allah and reflecting on divine attributes. By incorporating this method, educators can foster a deeper, more meaningful understanding of the universe, linking scientific phenomena to spiritual insights.

Showcasing Practical Examples: Seasons and the Camel Analogy

To illustrate the application of 5D Thinking, we showcased examples from our Grade 1 workbook on seasons. Using the analogy of painting the four seasons by a skilled artist, educators were taken through a journey of discovery to confirm the connection with the creator of seasons. The 5 steps include critical thinking, negating that nature, material causes, or change can result in four spectacular seasons that bring benefit to humans, animals, plants, the Earth, and the entire costs.

[Click here to watch the webinar!](#)

The session also featured the camel analogy, a powerful tool for discovering divine attributes and building good character. By examining the intricate design and purpose of camels while comparing them to a man-made mode of transport, the four-wheel drive, educators learned how to inspire students to appreciate the interconnectedness of all creation, develop gratitude, and derive character lessons.

A Fascinated Audience Ready for Collaboration

Many expressed enthusiasm for incorporating these insights into their curricula and looked forward to future collaborations.

This successful session marks the beginning of a promising collaboration with CISNA educators, who are eager to continue exploring the 5D Thinking method and its applications in creating a more meaningful and character-driven educational experience.





Share Your 5D Experience in Our Magazine!

Are you an educator, a curious student, or simply someone passionate about the harmonious blend of science and Divine insights? We're excited to invite contributions that embrace and reflect the profound principles of the 5D thinking model.

Here's your opportunity to be a part of something transformative, to share your unique perspective and insights with our diverse readership. We invite you to share your reflections on your experience with 5D thinking. Tell us how it has influenced your life, work, or worldview. Are there challenges you've encountered that you believe 5D thinking can address uniquely? You can compare 5D with other models, propose topics, or share anything related to this fascinating paradigm shift.

Why Contribute?

Share Your Wisdom: Your unique perspective can inspire and enlighten others.

Foster Dialogue: Contribute to meaningful conversations on the intersection of science, spirituality, and life.

Be Part of Something Bigger: Join a community of like-minded thinkers and educators.

SUBMISSION GUIDELINES:



- **Relevance:** Your submission should clearly reflect the principles of the 5D thinking model.
- **Originality:** We value fresh perspectives. Please ensure your content is original.
- **Structure:** Whether it's an article, interview, or review, ensure it's structured, clear, and engaging for our readers.
- **Word Limit:** Aim for 500-1500 words, though we're flexible for compelling pieces.

Submissions can be sent to [saba@5dthinking.org].

Please include a brief bio and any relevant credentials.



ANTS: TINY SURGEONS

Aisha Alowais

Welcome to "Breaking Science News," where we explore the latest scientific discoveries through the lens of 5D Thinking. Recent studies have unveiled a medical marvel in the ant world, previously thought to be exclusive to humans: ants performing life-saving amputations on their injured comrades. Imagine a tiny insect acting as a surgeon—it sounds like science fiction, but it's a reality we're only just beginning to understand.

Ants' Intricate Medical Procedures

When an ant injures its leg, it turns to a buddy who helps by gnawing the leg off, effectively performing a life-saving amputation. According to new experiments described in the journal *Current Biology*, ants are the only animals other than humans known to practice amputation as a medical treatment. An injured ant presents its leg to a nestmate, who licks the wound and then bites at the shoulder joint for many minutes until the leg is severed.

Remarkably, almost all the ants that received amputations survived, while those that did not often died from their injuries. This discovery prompts us to recall the amputations performed by humans.

Human Amputation Practices Through History

The practice of amputation in humans dates back thousands of years, with the earliest known surgeries occurring in ancient civilizations. Performing amputations in humans requires a sterile environment, precise surgical tools such as scalpels and bone saws, anesthesia to manage pain, and extensive medical knowledge. One of the earliest Muslim surgeons known for his contributions to the field of amputation was Al-Zahrawi, an Andalusian physician and surgeon who wrote extensively on surgical techniques. Today, surgeons must undergo rigorous training to understand human anatomy, wound care, and surgical techniques. This complex process involves a team of medical professionals, including nurses, anesthesiologists, and surgeons, all working together to ensure the patient's survival and recovery.



Divine Design: The Simple Yet Effective Surgery of Ants

In stark contrast to human surgical procedures, ants do not possess the cognitive ability to understand the complexities involved. Yet, they carry out this task with remarkable simplicity and effectiveness, lacking surgical tools, anesthesia, formal training, or advanced medical knowledge. The injured ant presents its leg, and a nestmate uses its mandibles to sever the limb with precision.

The complexity of this orchestrated behavior raises questions that challenge purely naturalistic explanations: How could ants engage in such intricate actions without any inherent knowledge or training? The answer lies in the concept of divine inspiration and power helping ants to execute the amputation.

"My own work shows that a lot of ants produce antimicrobials," notes Clint Penick, a social insect researcher at Auburn University. It's fascinating how these ants, without formal education or scientific training, possess such advanced chemical capabilities. Clearly, these tiny insects haven't stumbled upon some hidden chemistry courses! A more logical explanation is that it's not the ants themselves who concoct these substances, but rather Allah, who has endowed them with this remarkable ability.

Randomly amputating?

It's quite amusing to imagine that random mutations over millions of years could somehow turn ants into expert surgeons, equipped with the precise knowledge and skills needed for amputations. These tiny insects, without even a medical degree, seem to have mastered procedures that would baffle some human practitioners. Who knows, maybe they'll be opening their own pharmacies next, dispensing perfectly measured doses of antibiotics! Just as humans have been guided to discover and use

antibiotics, ants have been equipped by their Creator to produce antimicrobial substances. This parallel between human and ant medical practices underscores the notion that both are equipped with the necessary tools for survival by a Creator who has infinite wisdom and knowledge.

Divine Hand in Ants Surgery

Reflecting on the sophisticated medical abilities of ants invites us to meditate on the grandeur and wisdom of the Creator. Just as Allah has taught humans the intricate knowledge required for medical science, He has also endowed ants with remarkable skills. From their amputation abilities, they reflect the Divine Names Al-Shāfi (The Healer), Al-Latīf (The Subtle), and Al-Khāliq (The Creator). This points to the infinite wisdom and mercy of Allah, who has provided every creature with the necessary tools to survive and thrive.

These tiny creatures also play a crucial role in their ecosystems, and their advanced medical skills ensure the survival and health of their colonies. This reflects the harmonious design of the universe, where every being is given specific abilities and roles that contribute to the overall balance and order.



Creatures with Gifts

Reflecting on the gifts of ants, they play a crucial role in soil aeration. They tunnel through the earth, which helps to aerate the soil, allowing water and oxygen to reach plant roots more effectively. Without ants, soil quality would deteriorate, leading to poorer plant health and reduced agricultural yields. Moreover, ants are integral to many food webs. They serve as both predators and prey, helping to balance the populations of various insects and other small creatures. If all ants were to die, their disappearance would cause a ripple effect, potentially leading to overpopulation of some species and extinction of others, destabilizing entire ecosystems. This discovery on ants invites us to remember (dhikr) the Creator who bestowed upon ants such incredible gifts and how this gift directly affects us on a macro level. It also encourages us to contemplate (fikir) the divine intricacies of such creation and to express gratitude (shukr) for the gift of ants and their given abilities.

Alongside being thankful for ants, there are many lessons we can derive from them. For example, ants do not abandon their wounded but instead take deliberate actions to ensure their survival. From them, we learn to cultivate care and compassion towards others. Also, ants reflect Divine intelligence in remarkable problem-solving skills by diagnosing the severity of injuries and deciding on the best course of action, such as amputating a limb to prevent infection from spreading. From them, we learn how to think effectively and find innovative solutions that can lead to life-saving outcomes.

Read the article here: <https://www.npr.org/sections/shots-health-news/2024/07/02/nx-s1-5025130/ants-treat-certain-leg-injuries-with-life-saving-amputations>

As we conclude this journey, we realize that Allah has specifically chosen to give ants such incredible abilities. So, next time you see ants, remember the amazing gifts these tiny creatures are distinguished with and be thankful for them.



Events from June - September 2024

JUNE

10-13

COHORT 1
**5D Thinking Training
Program**
Level 1

JUNE

11

CISNA
**5D Thinking
Transformative teaching
workshop**

JUNE

15-16 & 20-21

COHORT 2
**5D Thinking Training
Program**
Level 1

JULY

15 - 18

COHORT 3
**5D Thinking Training
Program**
Level 1

AUGUST

01 - 07

COHORT 2
**Transformative
teaching workshop**
Turkiye

JUNE -
AUGUST

**17 JUNE - 17
AUG**

**Existence & Meaning
program**
Online & Onsite

SEPTEMBER

14-15 & 21-22

COHORT 4
**Transformative
teaching workshop**

INTRODUCING “5D THINKING GUIDEBOOK” A KEY FOR TRANSFORMATIONAL TEACHING

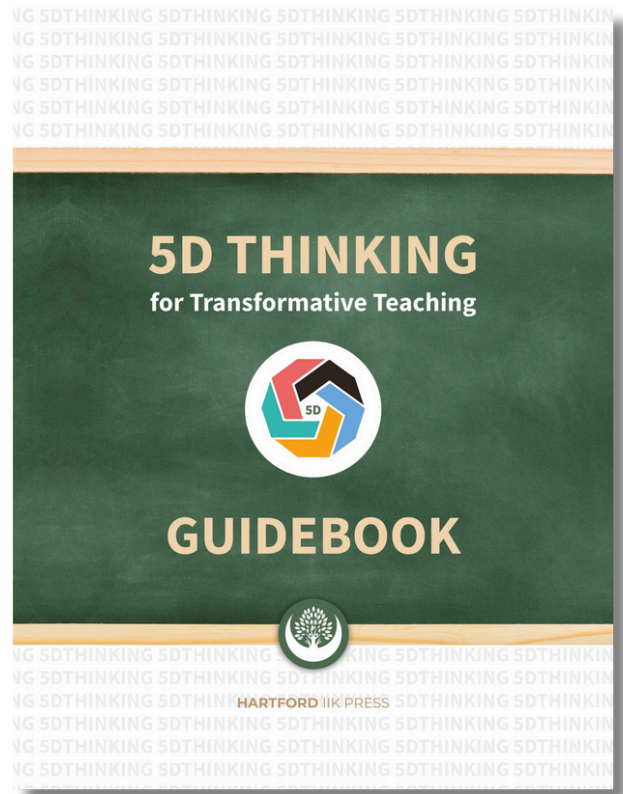
Tired of the limitations of a purely materialistic worldview? Yearning for a deeper understanding of the universe and your place within it? Look no further than the **5D Thinking Guidebook**, your comprehensive manual to mastering the groundbreaking 5D Thinking model. In a world where knowledge is often fragmented and disconnected, 5D Thinking offers a revolutionary approach to knowledge and education. The newly published guidebook will empower you to:

Challenge the Status Quo: Break free from the confines of secular ideology and explore the profound connection between creation and Creator.

Embrace the Tawhidi Worldview: Delve into the richness of the Tawhidi worldview, rooted in the oneness of God, and discover its transformative implications for science, education, and personal growth.

Master the Five Dimensions of Thinking: Expand your perspective beyond the material world and embrace the five dimensions of 5D Thinking: scientific inquiry, spiritual wisdom, moral character, self-realization, and interconnectedness.

Apply 5D Thinking in Your Life: Learn practical tools and exercises to integrate 5D Thinking into your daily life, relationships, parenting, and teaching. Cultivate critical thinking skills, nurture spiritual growth, and foster a deep sense of purpose and connection.



Whether you're an educator, parent, student, or simply an individual seeking a more profound understanding of life, the 5D Thinking Guidebook is your essential companion on this transformative journey.

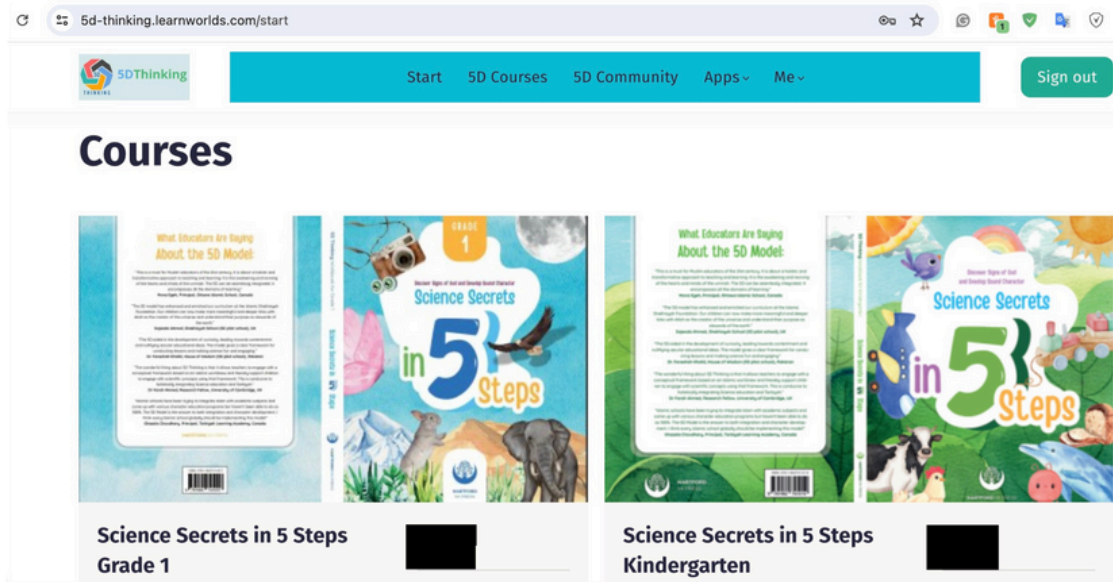
Don't miss out on this opportunity to re-establish the profound connection between creation and Creator.

Scan here to get the book or click on the link below.



Order your copy of the 5D Thinking Guidebook on Amazon today to embark on a path of personal growth and true enlightenment.

5D THINKING ON LMS



Elevate your teaching and captivate your students with the "Science Secrets in 5 Steps" curriculum, available exclusively on our LearnWorlds LMS. Here's why investing in this LMS will transform your educational approach:

Centralized Learning Hub: Access all resources, including lessons, activities, presentations, and videos, in one convenient location.

Ready-Made Materials: Save time with downloadable resources and activities.

Step-by-Step Approach: Clear instructions make topics accessible for all learners.

Interactive and Engaging Content: Enhance the learning experience with multimedia elements that keep students excited and involved.

Track Progress and Performance: Easily monitor student progress, assess understanding, and provide personalized feedback.

Flexible Learning: Enable students to access materials anytime, anywhere, accommodating various learning styles and schedules.

Access the sample chapters:

Kindergarten: <https://5d-thinking.learnworlds.com/course/5d-thinking-workbook-for-kindergarten>

Grade 1: <https://5d-thinking.learnworlds.com/course/science-secrets-in-5-steps>

Grade 2: <https://5d-thinking.learnworlds.com/course/science-secrets-in-5-steps-grade-2>

Have questions? Reach out to the 5D Thinking Team at: malik@5dthinking



WHO WE ARE



THE INSTITUTE

The Institute of Integrated Knowledge (IIK) is an institute of advanced study, research, and outreach for interdisciplinary exploration and the integrative understanding of existence. The programs offered by it serve as an intellectual platform for academics, intellectuals, educators, researchers, and graduate students. It introduces the Islamic knowledge tradition with its emphasis on viewing the universe not as something self-referential but rather as something that expresses its true meaning by referring to what lies beyond itself.

A prominent initiative by the IIK is the 5D Thinking project, which is based on the idea that ideology-free science and authentic Divine messages do not contradict each other, as they both come from the same source. It assumes that the universe is an elegant book with full of meaning (signs). It considers pure science as a great way to reveal the Divine signs in the book of the universe.

The 5D thinking approach aims to help students to derive character lessons from scientific knowledge. It is expected to help students read the universe like an elegant book conveying Divine messages on how to be a better human being through good character.

THE TEAM

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Aisha Alowais



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Uzma Ahmed



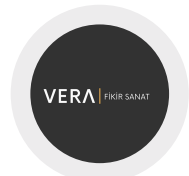
5D Columnist

Dr. Saba Ansari



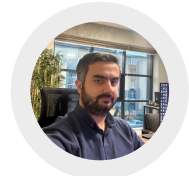
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