



5D THINKING

MAGAZINE

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THROUGH THE 5D MODEL**

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5D Thinking Team

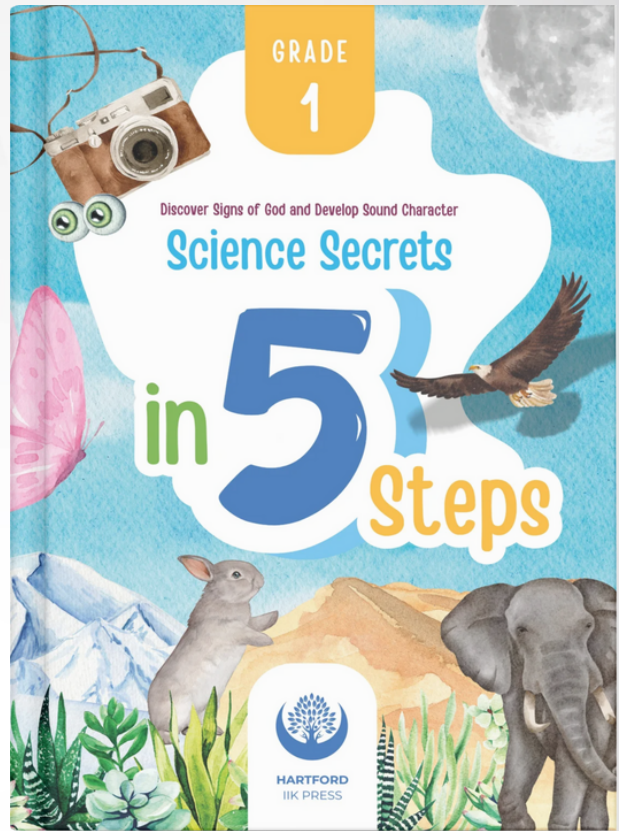
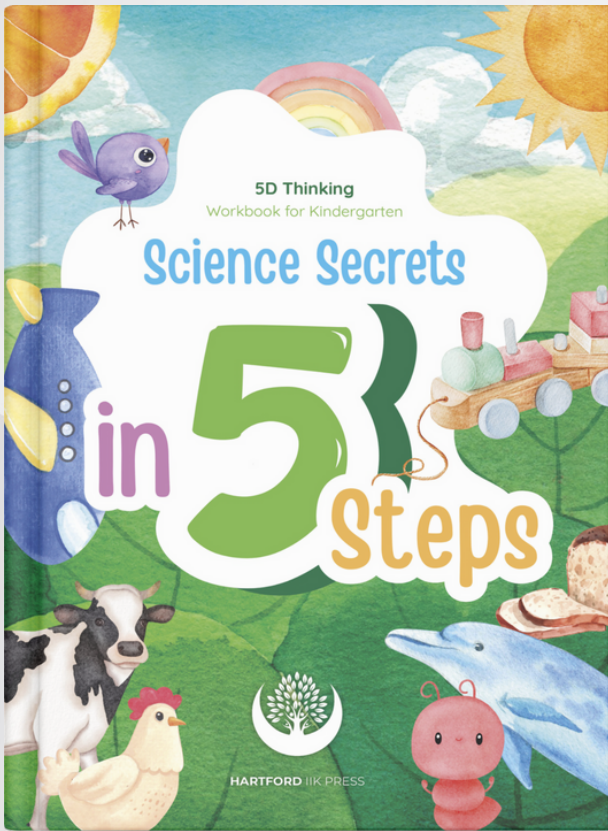
**APPLE VISION PRO
THROUGH 5D LENS**

Aisha Allowais





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EDITOR'S LETTER



Welcome to another edition of 5D Thinking!

This issue delves into the intriguing interface between science and faith, exploring the concept of the universe as a meaningful book whispering divine messages.

In the realm of education, Dr. Necati Aydin explores the value of education fostered by 5D Thinking in his "Value Education through the 5D Thinking Model". Complementing this, Haroun Asghar's "5D Thinking Methodology in the Light of Two Quranic Verses" offers a profound exploration of our educational approach, illuminated by the timeless wisdom of the Quran.

Through captivating articles, we explore the journey of "Knowing Allah from a stinking rotten orange" with Dr. Ali Mermer and unveil the deception of materialism with Dr. Colin Turner.

This issue also features enriching book reviews that bridge the gap between the material and the spiritual. Dr. Aydin's review of "An Apple Pie with Four Billion-Billion Ingredients" inspires a reevaluation of our place in the universe. Musa Dankaz's reflection on "ON FASTING, Meaning and Messages from the Month of Ramadan by Said Nursi" offers a reflective take on Ramadan, encouraging us to see beyond the physical fast to the spiritual feast it offers.

In our News Corner, be inspired by stories of real-world impact, including the transformative 5D Thinking Teacher Training program and the innovative strides in Hybrid Learning with the "Existence and Meaning" program by Saba I. Ansari. Uzma Ahmed brings us closer to community engagement at the Muslim Education Fair in London and also showcases the integration of 5D Thinking in educational settings like Hidayah Nursery and Shakhsiyah School.

Looking at science through the 5D thinking lens, Aisha Alowais presents the Apple Vision Pro as the latest breaking technology. The 5D Thinking team draws your attention to a butterfly's beautiful intricacies in its "Metamorphosis or Divine Will?"

We round off this issue with an invitation to our Events Calendar, offering many opportunities for you to engage, contribute, and join our vibrant community of curious and passionate minds. Together, we journey towards discovering deeper meaning, learning valuable character lessons, and gaining a deeper understanding of the universe.

Warm regards,

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



VALUE EDUCATION THROUGH THE 5D THINKING MODEL

Dr. Necati Aydin

We are witnessing a widespread decline in fundamental human values, a crisis directly linked to the limitations of contemporary education systems.

Despite technological advancements, a lack of emphasis on values leaves humanity in danger of losing its ethical compass. Amidst discussions of imbuing AI with human values, an even more urgent task becomes clear: providing robust values-based education to humans themselves. After all, if humans possess these values, their influence will intuitively extend to technological development. We contend that the crisis stems from a dominant materialistic worldview which sees only physical existence as the ultimate reality.

This perspective, constrained within a four-dimensional framework (three of space, one of time), leaves little room for discerning deeper meaning and purpose.

However, Islam provides an antidote: a five-dimensional perspective centered on the 'malakut'. This dimension unveils the divine wisdom present within creation, guiding us towards understanding life as a state of 'ihsan' or spiritual excellence. Despite Islam's emphasis on core values, a troubling disconnect exists in modern Muslim societies. The problem is not one of ignorance of moral principles; rather, it's a failure to fully internalize and live those values.

Detached from the lived experience of the universe, such values have diminished influence on choices and behavior. The key to reversing this trend lies in reconnecting values with a direct, evidence-based understanding of the universe under the light of Divine revelation. With effective educational methods, values must be planted, nurtured, and brought to fruition within students' minds and hearts based on the mix of Divine revelation and derived lessons from the universe.

We propose an integrated and holistic approach to value education – a transformative way to re-establish connections between values and our experiences within the universe. We liken this strategy to farming: cultivating values within students requires the same care and nurture a farmer dedicates to crops. With proper training and tools, teachers act as cultivators of good character, guiding the development of essential values. To ignite this change, we begin with reshaping curricula and writing textbooks that intrinsically support this dual purpose of knowledge and value formation.

A Solution through 5D Thinking

The 5D Thinking model helps us transcend a four-dimensional perspective to address the values crisis. Within this fifth dimension, we perceive the universe as an elegant book, like a cosmic Quran written in the language of creation.

Everything holds profound meaning, guiding us away from treating objects as mere tools and instead interacting with them respectfully as meaningful verses within a magnificent text. Our goal is to teach students to navigate this 'cosmic book' and decipher its profound wisdom.

How can we teach students good values to be good human beings as they perceive the fifth dimension?

- **Universal Values:** Emphasize timeless human values like justice, compassion, honesty, and integrity. Islam highlights the development of individuals who excel professionally, morally, and spiritually – true humanity lies in becoming a good Muslim.
- **Multidimensional Education:** Foster students holistically – physically, mentally, emotionally, and spiritually. Education must cultivate not just material well-being but also mental clarity (ta'leem), self-restraint (tarbiyah), and a flourishing soul (tazkiyah). We weave professional expertise with moral, spiritual, and character-based values to shape well-rounded, happy individuals.
- **Early Values Foundation:** Prioritize values alongside other knowledge from a young age. Acting upon virtues requires deep conviction, built by an education that blends understanding with evidence-based belief.
- **Life as a Classroom:** Reframe life as a journey of learning. The universe is our divinely designed school, and every experience holds a valuable lesson. In contrast to human schools, God's curriculum is entirely experiential. We shall help students directly connect experiences in the world to ethical lessons embedded within.
- **Conviction, Not Just Knowledge:** True action stems from heartfelt belief. Values education becomes transformative when it nurtures deep conviction based on compelling evidence. To illustrate, children only fully grasp the consequences of fire through experience; thus, we must provide experiential learning about the true consequences (positive and negative) of choices and behaviors.
- **Motivation and Accountability:** Humans seek benefit and avoid pain. To reinforce good behavior, consequences of actions must be tangible. For example, traffic cameras and penalties deter violations. Similarly, people are more likely to uphold values if they understand there is accountability in this life (through immediate worldly consequences) and the hereafter (divine rewards and punishments).
- **Living Under God's Gaze:** First, foster consciousness that God is ever-present – His signs are everywhere! Then, emphasize God's wisdom, justice, and knowledge through evidence within the universe. Teach the concept of immediate spiritual reward and punishment based on one's choices. Students discover through life experience that goodness brings positive consequences and that their actions lead to spiritual consequences akin to entering into 'Jannah' or 'Jahannam' even in this world.

An Integrated Approach

In the 5D Thinking model, we bring the value dimension of every subject to the students. Whatever subject we teach, whether it's physics, chemistry, biology, or math, we should bring value lessons into the class.

That is because the Creator designed the school of the universe to teach us certain value lessons in everything. **As we learn from our experience and observation, we are supposed to internalize these values and live our lives accordingly to unleash our potential with good choices.**

For instance, in math, as we teach the concept of a straight line as the shortest distance between point A and B, we can derive a value lesson for students.

We can say this means in life, if you want to go from one point to another in your business or career, the best way is to go straight. That's the shortest way. It means you should be honest and not cheat. And that's why we recite in Sura Al-Fatiha every day many times, asking God to guide us to the straight path.

In biology, as we teach about seeds, trees, and fruit, we can derive many valuable lessons. **We can say, like a seed, that we have many potentials to be unleashed. However, like a seed, we need to plant our potential in fertile soil. We need to provide water and light. We need to protect the growing seed from pests. We also need to be patient because it takes time for a seed to grow and give fruit.**

In conclusion, embracing a comprehensive, experiential approach to values education cultivates a society steeped in moral and spiritual strength. This was the hallmark of Muslim civilization in its Golden Age. Reviving this emphasis within education promises not only another Golden Age but a brighter future for all of humanity.





5D THINKING METHODOLOGY IN THE LIGHT OF TWO QURANIC VERSES

Haroun Asghar

لَا إِكْرَاهَ فِي الدِّينِ قَدْ تَبَيَّنَ الرُّشْدُ مِنَ الْغَيِّ فَمَنْ يَكْفُرْ بِالطَّاغُوتِ وَيُؤْمِنْ
بِاللَّهِ فَقَدْ أَصْبَحَ عَلَى الْعُرْوَةِ الْوُثْقَىٰ لَا انْقِصَامَ لَهَا وَاللَّهُ سَمِيعٌ عَلِيمٌ

اللَّهُ وَلِيُّ الَّذِينَ ءَامَنُوا يُخْرِجُهُم مِّنَ الظُّلُمَاتِ إِلَى النُّورِ وَالَّذِينَ كَفَرُوا
أُولَئِكَ لَهُمُ الطَّاغُوتُ يُخْرِجُونَهُم مِّنَ النُّورِ إِلَى الظُّلُمَاتِ أُولَئِكَ أَصْحَابُ
النَّارِ هُمْ فِيهَا خَالِدُونَ

Let there be no compulsion in religion, for the truth stands out clearly from falsehood. So whoever renounces false gods and believes in Allah has certainly grasped the firmest, unfailing hand-hold. And Allah is All-Hearing, All-Knowing. Allah is the Guardian of the believers—He brings them out of darkness and into light. As for the disbelievers, their guardians are false gods who lead them out of light and into darkness. It is they who will be the residents of the Fire. They will be there forever. [Quran, 2:256-7]

These two verses offer profound guidance for the 5D Thinking model, from which we can derive many lessons from every word.

There is no compulsion in religion," a principle revealing that it is a violation of the fundamental principles of belief to force others to believe. Why because the truth and then truth of Islam is absolutely clear to those who earnestly reflect and seek it. Indeed, it is impossible to coerce genuine belief.

If we do so, at best, we can only induce hypocrisy and at worst hatred. These insights that the truth stand out from falsehood is what instruct us in the 5D Thinking model to avoid imposing or telling students what they should believe or not. Instead, the model aims to make the students come to this self realization through God's many signs so that the truth becomes crystal clear, enabling students to embrace it themselves. The model begins not with declarative statements of belief but by guiding students step-by-step to clearly see how God's signs apply as opposed to an independent 'natural' force. It establishes that knowing and then believing in God is akin to acknowledging the sun's blazing presence in the daytime; just as the sun's signs are evident through its light, God's presence is manifest in everything through His Divine Names.

The model does not fault those unable to see these signs but rather seeks to remove the veils that obstruct their view, clarifying the path to seeing these signs. Once the evidence is apparent, the choice to believe rests with the students, emphasizing that belief stems from conviction and choice, not coercion.

The rest of the first verse delineates a two-stage process of belief. The initial stage necessitates rejecting or negating all false idols or divine powers, akin to the process of 'La ilaha' in the declaration of faith, followed by an affirmation of reasoned belief in the only one true God.

The verse employs the metaphor of an unbreakable handhold to depict the soundness of belief grounded on discernment and affirmation of truth with clear evidences for God's utter independence upon whom all is utterly dependent upon.

This suggesting that such a foundation of true belief will never fail. This analogy is central to the way 5D Thinking model, approaches the teaching of self realization. Where in the first three steps, we use an analogy to negate modern idols like nature, material causes, and chance. The model makes it clear that those idols could not be the source of existence.

In the fourth step, the model compellingly argues that only God could be the source of existence, inviting readers to connect with the Creator, who communicates through both creation and revelation.

The verse concludes with two Divine Names, introducing the Creator as all-knowing and all-hearing, embodying the fourth step in the 5D model, which derives Divine Names from the creation, recognizing the Creator's communication through His works.

Allah is the Guardian of the believers—He brings them out of darkness and into light. As for the disbelievers, their guardians are false gods who lead them out of light and into darkness. It is they who will be the residents of the Fire. They will be there forever. [Quran, 2:256-7]

The second verse articulates the benefits of belief and the relationship between the believer and the Creator, describing the latter as a guardian or protector of those who submit to Him.

Through belief in Him, god guides from utter darkness to glowing light. This metaphor between the dark and light is a clear contrast. It highlights that belief illuminates so that one can see the true nature of reality as it is, revealing the wisdom, mercy, and perfection in all things created by God.

Likening the clarity brought by truth as moving from a dark confined place into the open broad space and of sunlight.

This verse shows us that disbelief which is the turning towards all that is false with the reliance on idols, or false gods – such as nature or other material causes or that they operate independently and randomly. A disbelief that leads people from light of truth to the darkness of falsehood. The truth is juxtaposed with falsehood, knowing with ignorance, light with darkness, how God appeals to the reason and mind to think and to reflect.

To come to the realization that Creation could only arise from God – from His Perfect Knowledge, Will and Power. The 5D Thinking model's goal is to support this Quranic message and transition from the darkness of disbelief to the enlightenment of belief, challenging modern secular idols like nature, material causes, and chance. By completely replacing the independent and self-sustaining 'nature' with 'God' in our proper scientific discourse, we observe no loss in meaning, negating the secular worldview's deification of 'nature'. The 5D Thinking model seeks to dismantle these idols, and help illuminating our understanding of the Creator through a five-step thinking process.

Lastly, as the verses describe, the ultimate consequence of disbelief is to be the punishment of Hellfire. The Quranic model juxtaposes this with the reward for true belief and good works: a heavenly state for the soul in this life and for both soul and body in the hereafter. Conversely, the outcome of disbelief is likened to enduring Hellfire in both this world and the next. This shows the wider metaphysics of reality which includes an Afterlife with accountability, mercy and justice. A created life that will be sustained for eternity.



KNOWING ALLAH FROM A STINKING ROTTEN ORANGE

Dr. Ali Mermer

While no free-thinking human sees themselves as merely a physical body, keeping this awareness consistently can be challenging. As the poet Yunus Emre said, "There is a 'me' in my body which is beyond my body." I need to remain conscious of that transcendent 'me'.

Though my body is created within the order of the universe and subject to its laws, I have the free will to use the part of 'me' that defines my humanity. That 'me' possesses self-awareness and the ability to understand its surroundings – to perceive, interpret, question, conclude, and decide. What an extraordinary part of creation! I marvel at this self-conscious 'me' within me.

Being human, I sometimes forget that these boundless qualities of the 'me' are not inherently mine. They were given to me, and I

simply use them. When I start complaining, saying, "I don't like this or that, wouldn't it be better if things were the way I expect?". "Wait a minute, what are you doing?" I rebuke myself. I can question myself and realize when I'm in the wrong direction. I see now that I have the choice to reject my own truth and contradict my inner reality (fitrah).

"Being human, I sometimes forget that these boundless qualities of the 'me' are not inherently mine"

For example, I innately dislike rotten oranges. That's part of how the 'me' functions. While this dislike arises involuntarily, it serves as a warning: "Don't go near that smell!" The "rational me" shall accept that warning gracefully: "Yes, you're right. I don't like that smell." It's wrong to assume ownership of this aversion and state emphatically, "I don't like it." Disliking the rotten orange is not my choice; it's the choice of my Creator, who instilled me with this response/feeling.

"Do not cling to the impermanent! But what if I struggle with change and loss?"

This internal voice guides me: "Don't like it, avoid it, it's bad for you. Remember that wonderful fresh orange rots if you don't eat it or share it with those in need. It is created useful and delicious. Through your free will, you let it be rotten and undesirable. Fulfill your duty, and don't make this mistake again. Apologize to the One who instilled this dislike of rotten things in you, thank Him, and learn to value these beautiful creations entrusted to your care. Don't arrogantly claim that your preference defines the order of creation – that belongs to its Creator! Use your free will wisely!"

I learn what it means to be human through every experience, even those I instinctively dislike. The inevitability of aging, the fleeting nature of life, and the certainty of death – all of these awaken emotions I am designed to dislike. This innate aversion challenges me: 'Do not cling to the impermanent! But what if I struggle with change and loss? Use your consciousness to question and investigate! Why does the Creator instill these feelings of resistance within you? In the Qur'an, I find a profound answer to my questions about the rotten orange.

It's as if the Creator speaks directly to me: 'My creations are designed to help you know Me. Seek the reflection of My design within them. Do not blame Me for the orange's decay; remember its original, fragrant perfection. This change exists to teach you. Use your uniquely human gifts, that inner 'me,' to understand this lesson. Through all that I create, I nurture your spirit and guide you toward a deeper knowledge of Me.'

If you neglect an orange, I allow it to turn rotten. Its pungent smell becomes a warning: 'Don't consume this – it is no longer intended for you.' Know that My creations are designed to be enjoyed or shared.

Your task is to find Me through them, drawing wisdom from how I've shaped the world. Remember, the qualities that enable you to do this – they are not yours by default, but generous gifts. They help you recognize Me, for I have breathed you a soul from My spirit, giving you the tools to know Me..."

"Know that My creations are designed to be enjoyed or shared. Your task is to find Me through them, drawing wisdom from how I've shaped the world."



The Qur'an overflows with messages like this. Through serious study, I begin to grasp them. Now I better understand this verse:

وَرَحْمَتِي وَسِعَتْ كُلَّ شَيْءٍ

*"And My Mercy, that encompasses all creation"
(7: 156).*

O human being, out of My abundant compassion, I created everything so you would know Me. I designed you with inherent needs, with a deep longing to return to Me and discover Me through every aspect of creation. Know that your capacity for learning and growth is a gift from Me. Yet, understanding comes not only from what you like but also from what you don't like. Those unpleasant things, like the stinking rotten orange, exist to protect you from arrogance. They offer lessons in humility and teach you to use your free will wisely..."

"Remember, you are more than flesh and bone. Your awareness, your ability to perceive and act – these are signs of My presence within you. To truly appreciate this extraordinary design, embrace both the beauty and the challenge that life presents. This is how you grow in using your free will and deepen your understanding of Me."



THE THIEVING LIE THAT IS MATERIALISM

Dr. Colin Turner

Believing that inert material 'causes' can actually create a thing is one of the cornerstones of materialism. Believing, for instance, that a particle of water entering an organism - a flower, for example - has the knowledge, wisdom and sense of direction needed to benefit that flower in some way, or to 'help it grow' - is a superstition cherished dearly by those who reject the idea of a hands-on, always-creating Being with infinite knowledge and power.

This nonsensical belief in causes and causality is the weak and tottering pillar upon which atheistic materialism or naturalism is founded.

Philosophically it is a non-starter, but psychologically it has become one of the greatest idols in human history. It is an idol that has been given 'beautiful names and attributes' stolen from the Creator so that the idolaters can avoid reality.

Materialists **have** to believe that causes create, simply because they are desperate to believe that they too, as human beings, 'create' and 'own' their own actions and their own selves. Now, if I want to show that I own myself, I have to admit that everyone else does too, and that everything in the universe is somehow self-subsistent and self-owning.

Materialists are a bit like me with a huge box of chocolates that someone's bought me as a present. I can't just sit there and eat them in front of the family, and so to be able to eat one - or two, or three - comfortably, I have to offer the chocolates to everyone else present first. Or maybe materialists are a bit more like those who steal money from the public treasury: to justify their own theft, they have to turn a blind eye to others who are also stealing.





AN APPLE PIE WITH FOUR BILLION-BILLION INGREDIENTS

Dr. Necati Aydin

The analogy of apple pie in Harry Cliff's book "How to Make an Apple Pie from Scratch" is a powerful metaphor that can be used to illustrate the intricate design and complexity of our universe from the perspective of 5D Thinking. This perspective, which merges scientific understanding with spiritual insights, views the universe not as a product of random chance or blind natural forces but as a deliberate and meaningful creation of God.

Imagine finding a freshly baked apple pie in your home. You immediately know someone made it – someone with skill, knowledge, and care. It would be unreasonable to think that the pie came into existence through the random mixing of ingredients by the wind, a cat, or by the ingredients themselves deciding to combine. This understanding is based on our knowledge of the world and the way things work, grounded in the belief that such an ordered and delicious product requires a maker, even if it is a mix of four ingredients.

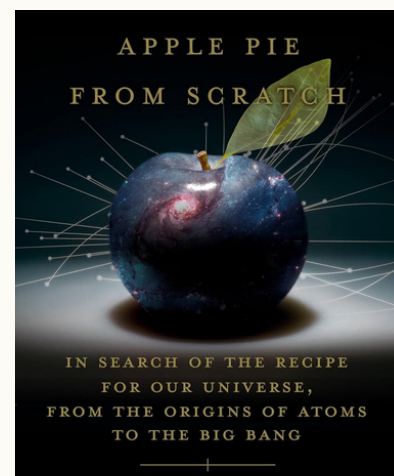
Now, let us think about the actual ingredients of apple pie if you were to make it from scratch. In Cliff's book, the humble apple pie is revealed to

be a marvel of complexity, composed of 4 billion billion atoms. This staggering number highlights the intricacy and precision required in the creation of apple.

Indeed, this complexity and precision exist in every creation. It could not be attributed to chance or to the elements themselves.

Just as a human-made apple pie requires a baker, everything in the universe, with its intricate design and fine-tuning of billion atoms, points to the existence of an extremely skillful and wise Creator.

In the metaphor of the apple pie, just as with any recipe, the precise proportions and combinations of the ingredients are crucial. If you were to mix four ingredients haphazardly, without the right proportions or method, you would not end up with a dessert. Taking this metaphor to the atomic and subatomic level in the context of an apple, we see an even more delicate and intricate design. If even a tiny aspect of this arrangement were different—if the forces were imbalanced, if the particles were arranged differently—we might not have apples as we know them.



Just as a chef carefully measures and mixes ingredients to make a perfect dish, so too has God meticulously arranged every element of the universe, from the tiniest particle to the largest galaxy, to sustain life and bring beauty into our world. As astronomer Carl Sagan said, "If you wish to make an apple pie from scratch, you must first invent the universe."

Sagan's words capture the profound truth that even something as simple as an apple pie, or an apple itself, is a product of the entire universe.

If you were to mix four ingredients haphazardly, without the right proportions or method, you would not end up with a dessert. Taking this metaphor to the atomic and subatomic level in the context of an apple, we see an even more delicate and intricate design. In reality, a single apple is being "cooked" in a cosmic oven. This concept highlights the deep interconnectedness of the universe.

The apple pie, with its billions of atoms, is a symbol of the broader complexity of the universe. Consider the diversity of food – each with its unique composition and flavor. This boundless variety and complexity demonstrate God's infinite creativity, wisdom, and mercy.

Science unveils the hidden ingredients of things in the universe and helps us appreciate their true value. Yet, some scientists with materialist ideology dismiss these signs of intricate design as mere products of blind, mindless nature.

In fact, the interconnectivity at the subatomic level, as revealed through quantum physics, is not a static, one-time event but a dynamic, ongoing process. Quantum physics suggests that at every moment, we are witnessing a form of "continuous creation", a constant unfolding of the universe in its utmost complexity and

interconnectivity. Particles are in a state of constant flux, appearing, interacting, and transforming in ways that defy classical expectations. This phenomenon, along with the entanglement of particles over vast distances, illustrates a universe that is deeply interconnected at every level.

Every second, the interactions of these particles shape the reality we experience, from the air we breathe to the food we eat, like the apple in our earlier metaphor. These interactions are not random but follow precise patterns within the order and harmony of the universe.

In the context of 5D Thinking, this continuous activity at the quantum level can be understood as a constant act of creation by God. It's a manifestation of God's sustaining power and knowledge, ensuring the universe operates in a balanced and orderly fashion.

This view transforms our understanding of creation from a singular historical event to an ongoing, dynamic process. Each moment, with its intricate movement (dhikr) of particles and forces, is a new act of creation, revealing the manifestation of God's ongoing creative will and power. This understanding deepens our awe and gratitude for the complexity and beauty of the universe, encouraging us to see the divine presence in every moment and aspect of our lives.

The 5D Thinking approach rejects the notion of exploring the universe without mentioning its Creator. That is like enjoying an apple pie without thinking about the skill and care of its baker. The secular scientific perspective is a form of blindness in this context – a blindness to the deeper truths and meanings behind scientific discoveries.

While secular scientists uncover remarkable aspects of our world, their materialistic viewpoint prevents them from seeing the full picture – the divine craftsmanship behind these wonders.

In 5D Thinking, it is our role not to dismiss their findings but to help illuminate the spiritual significance and meaning behind them, reading their discoveries as signs (ayah) of Allah.

It is like being a guest in a grand guesthouse, where your host has prepared an apple pie, not with four, but with four billion ingredients. This isn't just a culinary act; it's a profound demonstration of the host's love and care for you.

Upon realizing the effort and thought put into this creation, your heart would be filled with gratitude and appreciation towards the host. In fact, this is our reality. **We are special guests in this universe, and our host, God, has prepared not just one, but millions of diverse and intricate creations for us.**

Each creation, with its vast number of components and meticulous design, reflects God's immense love, knowledge, and care for us. **Acknowledging this truth, we, as the recipients of such bountiful gifts, should seek every opportunity to offer our sincere thanks to our Creator.**

5D Thinking emphasizes that our gratitude should be profound and continuous, recognizing the divine hand in every aspect of our existence. Furthermore, it encourages us to use science as a tool to delve deeper into understanding the true complexity of these creations.

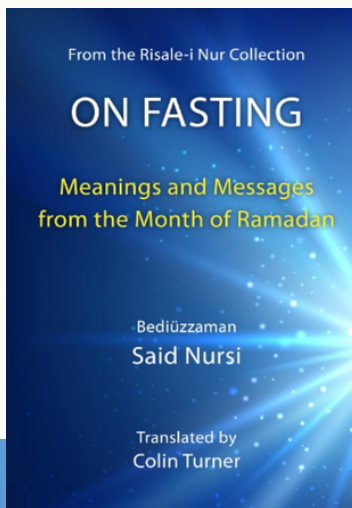
Science, in this view, is not just a means to discover how things work but also a pathway to appreciate the wisdom and artistry in God's design.

By understanding the 'ingredients' and processes behind the phenomena around us, we can develop a more sincere and profound appreciation for them.

In conclusion, the apple pie metaphor is a powerful illustration in 5D Thinking that encourages us to view the universe and everything within it not just as a collection of random elements, but as a deliberate, loving creation of God, designed for us to enjoy and appreciate. It invites us to reflect on the vastness of God's creativity, to feel the depth of His love for us, and to express our gratitude for His endless blessings.

The 5D thinking perspective not only deepens our appreciation for the physical world but also strengthens our spiritual connection with the Creator.





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DOES THE MONTH OF RAMADAN MERELY MEAN NOT EATING AND DRINKING?

Musa Dankaz

ON FASTING, Meaning and Messages from the Month of Ramadan by Said Nursi, Translated by Colin Turner.

The month of Ramadan is much more than merely abstaining from eating and drinking from dawn until sunset. It is a period of profound spiritual reflection, personal growth, and heightened devotion. In "On Fasting, Meaning and Messages from the Month of Ramadan" by Said Nursi, translated by Colin Turner, the essence of Ramadan and fasting are explored in depth, revealing the multifaceted nature of this holy month.

In this book, Nursi introduces fasting as an "invisible act of worship," distinguishing it from more visible forms of worship such as prayer, charity, and pilgrimage. This unique characteristic of fasting, a form of 'non-action,' reduces opportunities for pride and showiness, making it a worship form that is deeply personal and introspective. Nursi suggests that due to this subtlety and inward focus, fasting holds a special place in the eyes of the Divine.

Said Nursi delves deeper into the significance of fasting by outlining its broader implications and the wisdom behind this practice. He articulates that fasting is not solely for spiritual purification in the hereafter but also serves crucial functions in personal and social life here and now. Nursi enumerates nine profound points, although he acknowledges that the wisdom of fasting extends beyond these. Nursi highlights the discipline fasting instills in the human soul, particularly in controlling the lower self or 'nafs.' The 'nafs' tend to seek immediate gratification, often neglecting whether actions are permissible or beneficial in the long run. Fasting is rigorous training for the soul, teaching it to delay gratification, adhere to divine commandments, and become more conscious of its inherent weaknesses and needs. This process purifies the soul and enhances self-awareness and self-discipline, positively influencing one's personal and social conduct.

"Another of the wise purposes of the Ramadan fast concerns the conduct of the lower self and the abandonment of rebellious habits." This important aspect helps you become aware of yourself and self-discipline: "The human soul often forgets itself through neglect. It cannot see its absolute powerlessness, need, and deficiency; in fact, it cannot bear to see them."

Another critical point Nursi makes is the communal aspect of fasting. The shared fasting experience fosters a sense of unity and empathy among believers, bridging social divides and deepening communal bonds. This collective worship reinforces the notion that individuals are part of a larger community, encouraging acts of charity and compassion towards those less fortunate.

In summary, fasting during Ramadan is imbued with deep spiritual, moral, and social dimensions. It is a time for believers to introspect, cultivate self-discipline, and strengthen their faith while reinforcing social bonds and empathy toward others. "On Fasting" by Said Nursi, translated by Colin Turner, offers invaluable insights into the profound impact of fasting on a believer's life, urging readers to look beyond the physical act to its spiritual and social ramifications.



REVOLUTIONIZING EDUCATION: 5D THINKING TEACHER TRAINING IN KUALA LUMPUR

Saba Irshad Ansari

Held on January 27th and 28th, 2024, at Dewan Tan Sri Ainnuddin Wahid, Universiti Teknologi Malaysia, the 5D Teacher Training Program touched new heights after an amazing reception and positive feedback from the participants. The program was organized by IIK in collaboration with ICEE. Dr. Abdul Razzaq Ahmed Dhafar from Umm Al-Qura University, Makkah, and Dr. Hasni Mohammed from Al-Hamra International were the special guests.

The program was enriched with excellent lectures by Dr. Alparslan Açıkgenç, Dr. Colin Turner, and Dr. Necati Aydin.

This transformative event brought together nearly 50 educators from different schools and colleges in Malaysia, Indonesia, the Philippines, and Brunei, eager to unlock the potential of a revolutionary teaching methodology that equips them with tools never previously available.

The two-day program was a deep dive into the explanation and practical application of the 5D Thinking model, designed to challenge conventional secular science and foster an understanding of pure science. It was a journey into the crux of ideology-laden science education, offering a fresh lens through epistemology, the art of worldview formation, and the enlightening holistic perspective. The flaws in the current educational system were uncovered, and the transformative potential of the 5D methodology was unleashed, learned, and appreciated.

The program's agenda was sculpted to challenge the status quo, inviting participants to unlearn and relearn through exploration and questioning. Through engaging activities, including interactive Kahoot quizzes and a focus on enhancing 5D writing skills, participants were not just learners but active contributors to an expanding educational movement.

Each facet of the 5D methodology was explored in depth, providing a comprehensive understanding of its capacity to reshape the educational landscape. From the intricacies of epistemology to the adoption of the holistic perspective, the program was a testament to the transformative power of innovative teaching strategies.

The enthusiasm and immediate feedback from the participants underscored the program's success and the urgent demand for more such initiatives.

The 5D Thinking Training in Kuala Lumpur is more than just a training session; it's a revolution that empowers educators with a weapon never found before, promising to redefine the future of education. The 5D Thinking Teacher Training Program in Kuala Lumpur has undoubtedly set a new benchmark for educational excellence, igniting a flame of curiosity and innovation that promises to reshape the future of teaching and learning in Malaysia and beyond.

"We thought that we have done very well for many years in terms of Islamization and integration of knowledge. I now realize that we have a loophole. Like in the 5D, we try to do tadabbur (reflection) with students. However, we do not have a structured way. We all do it in our own way. Therefore, the outcomes are different. The 5D Thinking model provides a very structured way to close that loophole in doing tadabbur. It is easy to understand and very practical to use. Once you learn the model's five steps, you can apply it to any discipline, not just science."

– Dr. Puteri Azlian



"Previously, we learned to acquire Islamic knowledge through Islamic studies and then connect it to science subjects. The 5D Thinking Model reveals that knowledge of God is inherently present in science. Through its five steps, we can uncover this knowledge and associate it with the Qur'anic teachings. Consequently, everything, including science, serves as signs (ayah) of God, revealing insights into His names and attributes."

– Ms. Noradilin



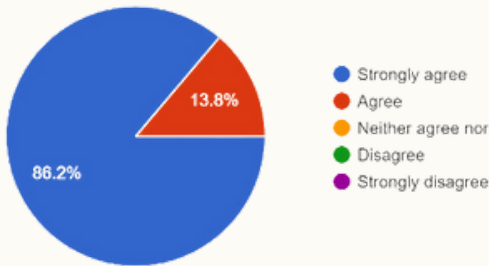
"Over the past two days, I had much to unlearn and relearn. I have been assisting teachers with English communication and have spent time reflecting on my work, uttering many astaghfirullahs since last night. I realized that I was inadvertently infusing secular ideology into their minds. Even a seemingly innocent statement like "it is a beautiful day" can be problematic because it doesn't acknowledge the Creator's role in the creation of such a day. Therefore, we as teachers must be very careful in how we present any topic, ensuring we point to the connection between creation and the Creator."

– Ms. Rasheedah

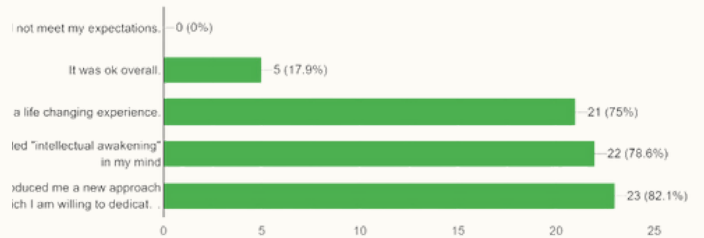


Feedback from the participants

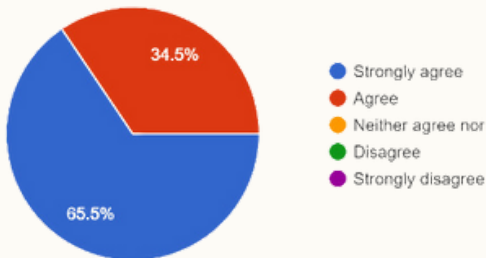
I NOW think that 5D thinking approach could be a revolutionary method in developing educational materials through an integrated approach.



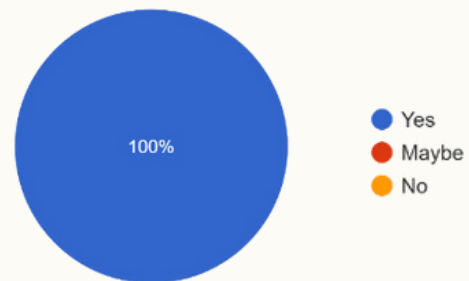
Which one of the statements below could be the description of the program benefits for you? (feel free to check more than one option if you want)



I NOW think that I can develop educational materials using 5D thinking approach.



I plan to use 5D thinking approach in teaching/research activities.





5D THINKING STALL AT THE MUSLIM EDUCATION FAIR, LONDON

Uzma Ahmed

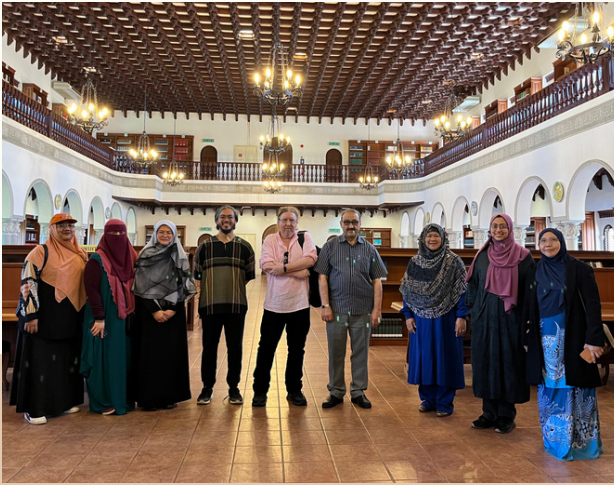
In the vibrant landscape of educational resources, the recent Muslim Education Fair in London, held on January 27th, 2024, spotlighted an emerging necessity within the Muslim community: the demand for secular-free educational materials. This need stems from a desire to align educational content with Islamic values, ensuring that learning environments nurture a sound belief alongside world knowledge.

The fair became a focal point for educators, parents, and students seeking resources harmonizing with their religious beliefs without compromising academic rigor.

The 5D Thinking Teams' stall, in particular, garnered significant attention for its innovative approach to crafting educational materials that respect Islamic principles. Visitors were drawn to their offerings, eager to explore the 5D thinking workbooks that cater to the Muslim community's unique educational needs.

The interaction at the stall was both vibrant and enlightening, with attendees posing questions that ranged from the theoretical underpinnings of 5D thinking to practical applications in the classroom. They walked away with a deeper understanding to uncover the hidden secular ideologies in current educational resources and a desire to learn more about the 5D thinking approach.





HYBRID LEARNING BREAKTHROUGH: EXISTENCE AND MEANING PROGRAM UNITES GLOBAL MINDS

Saba Irshad Ansari

The fourteen-week-long Fall 2023 cohort of the Existence and Meaning International Certificate Program, a pioneering educational venture that blended online and in-person learning, recently came to an end with a huge success. This semester attracted nearly 50 online applicants from across the globe.

The program's structure consisted of 13 weeks of engaging online classes, followed by an immersive week of onsite learning hosted by the prestigious Raja Zarith Sofiah Centre for Advanced Studies on Islam, Science and Civilisation (RZS-CASIS), Universiti Teknologi Malaysia, Kuala Lumpur.

This format allowed participants to benefit from the flexibility of online learning while still experiencing the invaluable interactions that come with traditional classroom settings. The online part of the program was designed to be interactive, featuring discussions, lectures, brain exercises, and assignments. The final week in Kuala Lumpur allowed for more than 15 students to meet and learn from their instructors face-to-face, adding a personal dimension to the learning experience.

A distinguished team of educators led the program, including Dr. Alparslan from Ibn Haldun University, Türkiye, Dr. Colin Turner, the Head of Research at the International Foundation for Muslim Theology, UK, and Dr. Ali Mermer from Queens College, City University of New York along with Dr. Necati Aydin from Alfaisal University, Riyadh.

Together, they covered a wide array of topics that intertwined science, philosophy, and spirituality, enriched by a unique writing class on the 'Integration of Knowledge through 5D Thinking Approach,' co-taught by Dr. Aydin and Ms. Uzma Ahmed from the Institute of Integrated Knowledge, USA. Guest instructors from CASIS included Dr. Hakim Hilmi and Dr. Roslan, who shed light on certain critical challenges facing the Muslim world during the panel discussion sessions.



The program marked a significant achievement in hybrid learning and fostered a sense of community among participants. The Program's successful blend of online and in-person learning elements, coupled with its wide-reaching appeal, exemplifies the potential of innovative educational models to connect and inspire learners from around the world.

“After completing the program, my worldview has been shifted and allowed me to look for hidden secular agendas in scientific concepts. I have learned how to see the complete paradigm in Mana i Harfi Approach leading to revisit and rebuilding aqeedah Subhan Allah. Its a life changing experience so i am very sure that people who are in search of Haq, will be benefitted with 5D Thinking program in sha Allah.”

- Fareeha Khalid, Pakistan

“It is not only intellectually demanding but most importantly spiritually awakening. The realization of the Big Why in life , how insignificant is myself and realise the need of being dependent to Allah swt , be wise in the freedom of choice , billah, illallah and lillah is a real commitment.”

- Anonymous

“I have immensely benefited from this program, which adopts a multidimensional approach to scientific knowledge, enabling us to read the universe as if it were an elegant book. This program is uniquely tailored for those who are in pursuit of deeper meaning and are eager to learn an integrated approach encompassing science, self-awareness, philosophy, education, and spirituality.

The innovative 5D thinking approach introduced in this program is something I believe should be embraced by all Muslims, as it guides us towards becoming 'insan kamil' (the complete human), by the will of Allah SWT. This approach not only enhances our personal understanding but also helps in instilling the right Islamic worldview among Muslim students and children. I would wholeheartedly recommend others to join this program, as it offers a transformative experience that goes beyond conventional learning, fostering a comprehensive and spiritually enriching understanding of our world and our place within it.”

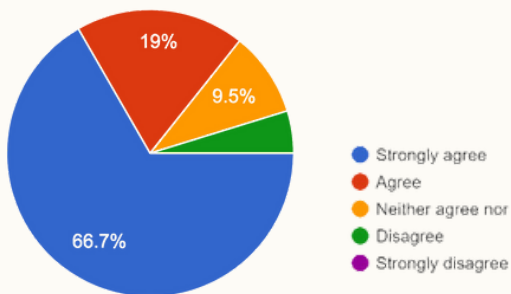
- Rahimah Embong, Malaysia



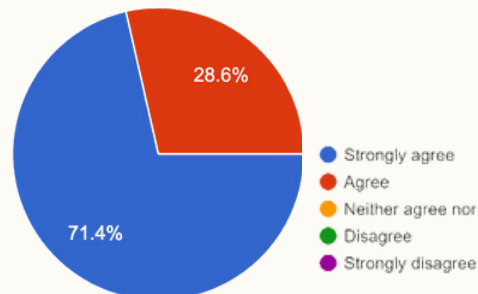


Feedback from the participants

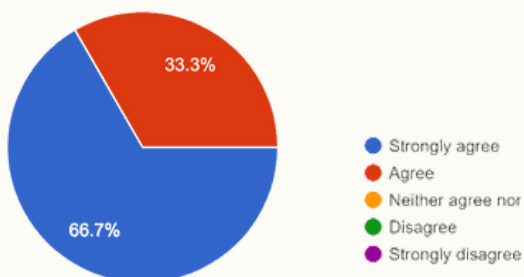
I NOW think that we can derive moral/character lessons from scientific knowledge of the universe.



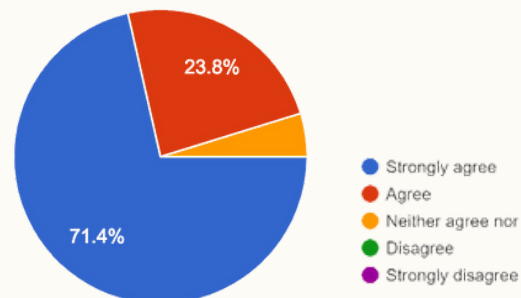
I NOW think that Existence and Meaning program offers unique approaches to problems of modern societies.



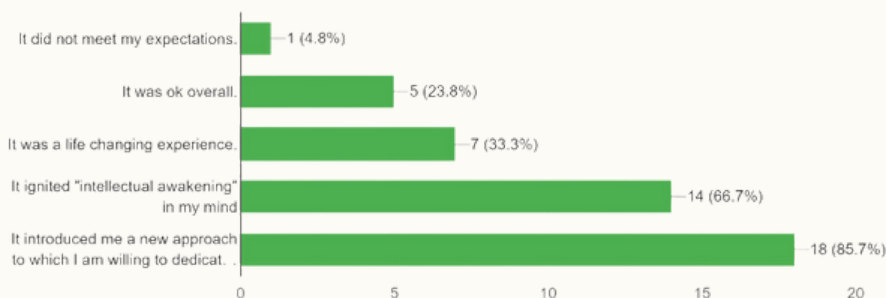
I believe an integrative approach to knowledge has a potential to reconstruct the minds of Muslim based on Islamic worldview.



I NOW think that it is possible to learn/teach science through a holistic and integrative approach such as the mana-i harfi.



Which one of the statements below could be the description of the program benefits for you? (feel free to check more than one option if you want)



For any inquiries about the Existence & Meaning program, contact us at: saba@5dthinking.org.



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2024

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PROGRAM**



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Program Courses: The program features three graduate level courses:

1

SCIENTIFIC METHODOLOGY AND MEANING

Dr. Alparslan Acikgenc, Institute of Integrated Knowledge, USA



2

DIVINE NAMES: THE SOURCE AND MEANING OF EXISTENCE

Dr. Colin Turner, International Foundation for Muslim Theology, UK



3

WORLDVIEW AND HARFI PERSPECTIVE FOR INTEGRATION OF KNOWLEDGE

Dr. Necati Aydin of IIK, USA and Dr. Mustafa Tuna of Duke University



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NEW RELEASE: GRADE 2 - SCIENCE SECRETS IN 5 STEPS

Uzma Ahmed

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Lastly, plunge into 'Underwater Wonderland,' a vibrant exploration of aquatic life that reveals the miracles lurking beneath the waves. This chapter alone promises to captivate the imaginations of young minds and budding marine biologists.

A gateway to a lifelong journey of discovery.

This book promises to be a cherished addition to any educational library, ideal for educators seeking to enrich their classrooms and homeschoolers looking for a comprehensive and engaging curriculum supplement.

Embark on a thrilling adventure of learning with 'Science Secrets in 5 Steps!' Discover signs of God's intricate design in the wonders of the world and learn valuable character lessons along the way. Order your copy on Amazon today!



5D THINKING TRAINING FOR TEACHERS AT SHAKHSIYAH SCHOOL UK - FEBRUARY 2024

Uzma Ahmed

In February 2024, Shakhsiyah School in the UK hosted a professional development event facilitated by Uzma Ahmed. This session was dedicated to advancing the application of the 5D Thinking Model at Shakhsiyah, marking an important follow-up to previous training.

The 5D Thinking Model has been selectively integrated into the school's curriculum. Teachers have been incorporating specific topics from the 5D framework, tailoring their teaching strategies to enhance student engagement and understanding.

The recent training session provided a recap of essential concepts. It was a platform for educators to share their experiences and insights from applying the 5D concepts in their classrooms. Feedback from these firsthand applications has been instrumental in refining the model's integration, ensuring it aligns more closely with the unique needs of the students and the educational goals of Shakhsiyah School.

Uzma Ahmed, the facilitator, emphasized the importance of this collaborative approach, allowing teachers to voice the practicalities and challenges faced in the classroom. This feedback loop is crucial for the ongoing enhancement of the 5D Thinking Model's application, ensuring it remains a dynamic and effective tool for education.



Uzma Ahmed presenting to the audience at Shakhsiyah school.

Click on this [link](#) or scan the QR code below to know more about Shakhsiyah School!



Contact us at uzma@5dthinking.org to know more about teacher training programs.



5D THINKING TRAINING FOR HOMESCHOOLING MOTHERS

UK - FEBRUARY 2024

Uzma Ahmed

Hidaya Nursey, implementing the 5D Thinking Model, recently hosted a specialized training session for homeschooling mothers, focusing on effectively integrating 5D Thinking into science education. This initiative aimed to empower mothers with the tools and strategies necessary to foster a holistic and dynamic learning environment at home.

The training provided practical insights into how these five dimensions can be woven into everyday learning, making science both accessible and exciting for children and achieving the primary goal of Tarbiyah. Feedback from the participants highlighted the value of such training in enhancing their confidence and competence as educators within their homes.

The training session was met with enthusiastic feedback. The participants expressed their appreciation and happiness with the depth and practicality of the training. Motivated by their

positive experience, many mothers purchased the new 5D Thinking model books. These resources are designed to further assist them in implementing this innovative approach to teaching science at home, offering structured guidance and activities aligned with the 5D Thinking framework.

This enthusiastic response highlights the value of providing supportive educational resources to homeschooling families, enabling them to enhance their teaching methods and enrich their children's learning experiences.

Hidaya's commitment to supporting homeschooling families through such initiatives underscores the importance of community and shared knowledge in the educational journey.

HOMESCHOOLING PARENTS SCIENCE WORKSHOP

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11:00AM - 12:30 PM
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LONDON
N15 3HB

UZMA AHMED
SPEAKER

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APPLE VISION PRO: PUSHING THE BOUNDARIES OF REALITY AND REVEALING DIVINE DESIGN THROUGH 5D LENS

Aisha Alowais

Welcome to the 'Breaking Science News through the 5D Lens' corner, your gateway to the latest and most profound scientific breakthroughs and cutting-edge technological advances. In this issue, we embark on an intellectual exploration into a marvel of technology: the Apple Vision Pro.

At the heart of the latest leap in mixed-reality technology is the Apple Vision Pro, a device that exemplifies the pinnacle of human ingenuity in the realm of spatial computing. This revolutionary device integrates two ultra-high-resolution displays, offering an immersive experience that transforms any space into a realm of boundless digital content, seamlessly blended with the physical world.

When we juxtapose the Apple Vision Pro with the human eye, our exploration reveals an appreciation for the intricacies of human innovation and the marvels of biological design. The Apple Vision Pro, made to be capable of merging digital and physical realms, offers a new dimension of engagement and interaction, showcasing the peak of current technological

advancements. It represents a significant leap in how we experience and interact with the world around us, offering immersive experiences that were once the realm of science fiction.

Yet, as remarkable as the Apple Vision Pro is, it still pales in comparison to the marvel of the human eye. Scientists like Stephen Palmer, director of the Visual Perception Laboratory at the University of California, Berkeley, acknowledge the incredible complexity of human vision, something we often take for granted:

“To be brutally honest, scientists do not yet have even the remotest idea of how visual experience arises from physical events in the brain.” He also says that “Visual perception is so incredibly complex that it seems almost a miracle that we can do it at all.” This leads us to consider that the human eye, with its instant adjustment to various light conditions, precision focusing, and ability to discern a vast spectrum of colors and movements, exemplifies a level of complexity and efficiency that no current technology can fully replicate.

This masterpiece, through its seamless operation and intricate design, acts as a clear indication of the masterful sophistication found within biological systems. It showcases the profound level of functionality that human-made technologies endeavor to emulate, hinting at the presence of a masterful hand behind its creation.

As we delve deeper into the marvels of technology and biology, we encounter pivotal questions that challenge the very foundation of our understanding. **Consider the complexity and ingenuity behind the Apple Vision Pro—could nature, operating on its own, orchestrate such a feat of technology?**

The answer steers us towards recognizing the necessity of **intention, knowledge, and power** in its making. If the assembly of circuits, software, and high-definition displays required to bring the Vision Pro to life demands human intelligence and deliberate design, then how much more so does the human eye?

The eye, with its 'automatic' focusing, intricate light processing, and real-time interpretation of visual data, eclipses the capabilities of the most advanced technologies we have developed, including the Apple Vision Pro. **If we readily acknowledge that the Vision Pro, a product of human innovation, cannot spontaneously arise from nature, how then can we attribute the existence of the human eye, with its far superior complexity, to random processes or natural selection?**

The human eye does more than just perceive our immediate environment; it serves as a bridge to the cosmos, allowing us to witness the magnificence of the universe. This remarkable ability to connect us with the broader cosmos underlines the presence of an interconnected and purposefully designed creation. The splendor and complexity of the human eye reflect the divine attributes of Al-Khaliq (The Creator), Al-Bari (The Maker of Order), and Al-Musawwir (The Best of Shapers). Through this marvelous organ, we are granted the ability to explore and comprehend our place within the universe, a capability that mirrors the boundless wisdom and intentionality of the Creator.

Imagine a world without the Apple Vision Pro: we would miss a dimension of augmented reality but remain richly connected to creation through our senses. Now, envision a world without eyes: we would be disconnected not only from the physical world but from the experiences and understandings that shape our existence. After all, the Apple Vision Pro is just



an advanced type of glasses. If we do not have eyes, it would have no value. This thought experiment invites us to remember (dhikr) the Creator who bestowed upon us this invaluable gift, to contemplate (fikr) the divine intricacies of such creation, and to express gratitude (shukr) for our vision.

Perhaps the experience of developing technology like the Apple Vision Pro can actually deepen our appreciation for God-given marvels. After all, even this technology is ultimately dependent on the creativity and understanding gifted to us by our Creator. **While we rightly praise engineers who develop such devices and are willing to experience their creations, let's not forget to acknowledge the Engineer behind the human eye.** We receive this amazing gift without cost, yet its value is truly immeasurable.

In our pursuit of technological advancement, exemplified by the Apple Vision Pro, let us also elevate our appreciation for the divine craftsmanship evident in the cosmos. As we explore the frontiers of science and technology, let us remain mindful of the ultimate source of all creation, whose wisdom and artistry are reflected in every aspect of the universe, from the vastness of space to the marvels within our own being.

Metamorphosis or Divine Force?

5D Thinking Team



1

First Step – Explore



There are nearly 20,000 species of butterflies worldwide, each a special creation. These beautiful creatures go through an amazing transformation known as “metamorphosis”. Let’s find out how they are transformed:

- A butterfly’s life starts as a tiny egg, often laid on a leaf.
- When the egg hatches, a caterpillar comes out. Caterpillars eat a lot of leaves and grow very fast.
- Then, a protective case is formed around its body called a chrysalis. Inside the chrysalis, something amazing happens – the caterpillar is reconstructed as a butterfly ready to fly.

Fascinating Facts

- Each butterfly’s wing pattern is unique, like a human fingerprint.
- Butterflies taste their food with their feet, detecting taste when they land on a plant.
- Butterflies flap their wings around 20 times per second, flying up to 50 kilometers per hour.
- Every year, monarch butterflies make a 3000-mile journey from Canada to Mexico, lay their eggs, and die. Their offspring mysteriously know the way back to Canada.

2 Second Step – Compare

The caterpillar is like a train, moving slowly eating leaves. Then, it makes a chrysalis, a shell where the big change happens, much like a train entering a workshop to become an airplane. The chrysalis acts as the construction zone, where the caterpillar is reshaped into a butterfly. There, the caterpillar's body breaks down, almost like taking apart the train piece by piece. Parts of the caterpillar turn into new things, like wings and antennas, similar to how airplane parts, like wings and tails, are built from the train's parts. When it's done, the butterfly comes out, ready to fly.

3 Third Step – Question

If you actually witness a train becoming an airplane, would you believe in your eyes? Even if you wait millions of years, would that happen? We know that building an airplane involves the precise assembly of a thousand parts, such as engines and wings.

If we do not believe a train could turn into an airplane, why do we assume a caterpillar becomes a butterfly on its own? Can its DNA account for such a transformation? Can it be the work of nature that cannot hear or see?

Do caterpillars possess knowledge or consciousness to undergo this transformation? How do they know their need for wings to fly? Or do they get perfect wings by chance?

As Richard Feynman says, "Science cannot make the mystery go away by **"describing"** how it works." Indeed, naming the transformation of a caterpillar metamorphosis does not make the mystery go away. It is more logical to explain this change as a **miracle of Hidden Forces**, not mere metamorphosis.

4 Fourth Step – Connect

Caterpillars and butterflies rely on plants, winds, oceans, and the sun to help them. They work together like a team.

Butterflies play a role in keeping everything in balance. Think of the 'butterfly effect,' where small changes have big consequences. It shows how everything in the world is connected.

Let's not forget that caterpillars are made of living cells. This is a miracle beyond human ability. Transforming them into butterflies is another miracle. Only the One with unlimited power who creates and sustains life can do this. He must have knowledge of everything to consider the butterfly's effect on them. That is none other than Allah. Lailahe illallah!

Connect with Qur'an

ج
إِنَّ هِيَ إِلَّا أَسْمَاءٌ سَمَّيْتُمُوهَا أَنْتُمْ وَآبَاؤُكُمْ مَا أَنْزَلَ اللَّهُ بِهَا مِنْ سُلْطَانٍ
إِنْ يَتَّبِعُونَ إِلَّا الظَّنَّ وَمَا تَهْوَى الْأَنْفُسُ وَلَقَدْ جَاءَهُمْ مِنَ رَبِّهِمْ الْهُدَى

"These are nothing but names which you have invented- you and your forefathers- for which Allah has sent down no power. They follow nothing but inherited assumptions and what their own souls desire!- Even though there has already come to them Guidance from their Lord!" (53:23)

What do butterflies tell us about Allah?



Who transforms a wiggly caterpillar into a butterfly.

The Creator

AL KHALIQ

Who designs wings beautifully.

The Fashioner

AL-MUSAWWIR

Who makes each wing to be unique.

The Only One

AL-AHAD

Who provides food for them.

The Provider

AL-RAZZAQ

Let's remember how amazing butterflies are. They help plants and trees by carrying their seeds. They are ongoing miracles of Divine power reminding us about Allah. They are unique signs (ayah) showing His oneness and beautiful gifts showing His love and care. Let's treasure this gift and thank the Gift Giver by:

Dhikr	Remember that only Allah could make caterpillars and turn them into butterflies.
Fikr	Think how amazingly Allah turns caterpillars into butterflies.
Shukr	Thank Allah for employing butterflies to help flowers and plants grow.



Let's derive some character lessons from butterflies:

Be patient! Just like a butterfly, it takes time to grow.

Like a caterpillar changes into a butterfly, change can make things beautiful.

Like every butterfly, Allah makes every human unique, too

Let's end our journey with a prayer:

*Caterpillars crawl, on leaves they munch,
Then in their cocoons, they take lunch.
Comes out a butterfly, oh what a surprise,
Like a train turning into a plane before our eyes!
Thank you, Allah, for this miracle so neat,
Changes like this, no one can beat!
Please make our journey to Jannah sweet.*



Click on the photo or scan the QR code to watch the video.

Source: Adopted from 5D Thinking Workbook for Grade 1 which is available on Amazon.

UPCOMING EVENTS

MARCH

Teacher Training
NETHERLANDS



5D Introductory Webinar
NETHERLANDS

MARCH

19 - 24 APRIL

Teacher Training
CANADA



Teacher Training
USA

25 APRIL

29 - 4 MAY

Teacher Training
UNITED KINGDOM



Teacher Training
PAKISTAN

16 - 19 MAY

MAY

Teacher Training
MALAYSIA



GAIS Annual Meeting
MALAYSIA

OCTOBER

JUN-JUL

Existence & Meaning
HYBRID, ISTANBUL



Teacher Training
TURKEY

1 - 7 AUG



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.*



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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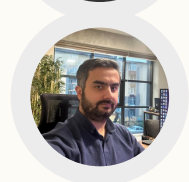
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[Explore the IIK Website here!](#)



[Explore the 5D Thinking website here!](#)





2024
5D THINKING TRAINING FOR TEACHERS

SPEAKER
Prof. Necati Aydin

ORGANIZATIONS

5D Thinking Islam-Wise Institute of Integrated Knowledge

Introductory webinar:
March 1, 2024
19:00 – 20:00 pm

More information on the FREE one-day training to discover the 5D model

5D Thinking Model for Transformational Teaching
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11:00AM - 12:30 PM
HIDAYA NURSERY
LONDON
N15 3HB

UZMA AHMED
SPEAKER

SCIENCE WORKBOOK
AVAILABLE FOR PARENTS

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For more information visit:
<https://5dthinking.org/>



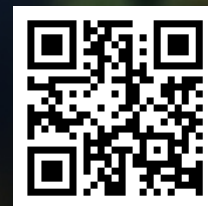
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