Grade 6 Islamic Religious Education

Term 3 - 29 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 35-minute lessons | PDF and editable Word

ABOUT THIS PACK

29 complete, ready-to-teach Grade 6 Islamic Religious Education lesson plans for Term 3, covering Dua (supplication when travelling), fair treatment of workers, relations with people of other faiths, corruption, the battles of Badr and Uhud, the treaty of Hudaibiya, the conquest of Makkah (Fat-hul Makkah) and the battle of Hunayn and the farewell pilgrimage (Hijjatul Wid'a) and farewell sermon.

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INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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Learning the dua for travelling

Strand 5.0 Akhlaq (Moral Teachings) > Sub-strand 5.5 Dua (Supplication when travelling) | Lesson 1 of 2 | 35 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) read and memorise the dua for travelling; b) state its meaning

KEY INQUIRY QUESTION(S)

- Why is it important to recite a dua while travelling?
- What safety precautions should one observe while travelling?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Life skills: effective communication**	Learners practise decision making and working with others.

LEARNING RESOURCES

A chart of the dua | Manila paper and markers | Learners' exercise books

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

dua | supplication | journey | protection | passenger

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 min

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "Ask: what do you do or say when you board a matatu or bus?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	8	Take learners through "The dua for travelling (meaning as given in the KICD design, Muslim)" (key ideas on the next page), explaining as you go. Use a chart of the dua, manila paper and markers, learners' exercise books. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	9	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	8	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Which surah are the words taken from?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

The dua for travelling (meaning as given in the KICD design, Muslim)
"Glory to Him who has brought this (vehicle) under our control, though we were unable to control it ourselves, and indeed, to our Lord we will surely return."
A transliteration guide: Subhanal-ladhi sakh-khara lana hadha wa ma kunna lahu muqrinin, wa inna ila Rabbina la-munqalibun (from Q. 43:13-14).
The teacher teaches the correct pronunciation; learners note the dua and memorise it.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	When is this dua said?	**When starting a journey or boarding a vehicle.**
2	Who has brought the vehicle under our control?	**Allah (S.W.T.).**
3	To whom will we return?	**To our Lord, Allah (S.W.T.).**
4	Which surah are the words taken from?	**Surah Az-Zukhruf (Q. 43:13-14).**

WATCH OUT FOR

The transliteration is only a guide; pronunciation is learnt from the teacher.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can read and memorise the dua for travelling confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can read and memorise the dua for travelling accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly read and memorise the dua for travelling, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet read and memorise the dua for travelling without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Memorise the dua in two halves.
Learners ready for more	Recite the dua from memory. (Answer: A correct recitation)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "learning the dua for travelling" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

The importance of the dua and safety when travelling

Strand 5.0 Akhlaq (Moral Teachings) > Sub-strand 5.5 Dua (Supplication when travelling) | Lesson 2 of 2 | 35 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) explain the importance of the dua; b) describe safe practices for passengers

KEY INQUIRY QUESTION(S)

- Why is it important to recite a dua while travelling?
- What safety precautions should one observe while travelling?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
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LEARNING RESOURCES

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ORGANISATION OF LEARNING

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "Key question: what safety precautions should one observe while travelling?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	8	Take learners through "Why we say the dua" (key ideas on the next page), explaining as you go. Use a chart of the dua, manila paper and markers, learners' exercise books. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	9	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	8	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "How do dua and safety rules go together?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Why we say the dua

It seeks Allah's protection on the journey, reminds us that Allah gave us transport, and reminds us of the final return to Him.

Safety as a passenger: board and alight only through the door when the vehicle has stopped, stay seated and wear the seat belt, do not put hands or head out of the window, do not distract the driver, and use recognised stages.

Dua and care go together: trust Allah and also be careful (tawakkul).

Activity: role-play boarding a bus, reciting the dua and sitting safely; write the dua on charts for the notice board.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Give two reasons for reciting the dua.	**To seek Allah's protection and to thank Him for transport.**
2	Give two safety rules for passengers.	**Wear a seat belt and do not distract the driver.**
3	When should you board a vehicle?	**Only when it has stopped.**
4	How do dua and safety rules go together?	**We trust Allah and also take care, which is tawakkul.**