Grade 8 Islamic Religious Education

Term 2 - 45 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

45 complete, ready-to-teach Grade 8 Islamic Religious Education lesson plans for Term 2, covering Ulul-Azm prophets, prayers on special occasions: Swalatul Istisqaa and Swalatul Istikhara, Hajj and Umrah, commanding good and forbidding evil, virtues in Islam: fulfilment of promise and anger management and prohibitions in Islam.

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5.1	Commanding good and forbidding evil	6
5.2	Virtues in Islam: fulfilment of promise and anger management	6
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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.

A TASTE OF LESSON 1

The Ulul-Azm Prophets and their qualities

By the end of the lesson, the learner should be able to: a) name the Ulul-Azm Prophets; b) describe their qualities

> **Ulul-Azm: prophets of firm determination**
> They are widely held to be: Nuh, Ibrahim, Musa, Issa (A.S.) and Muhammad (S.A.W.).

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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The Ulul-Azm Prophets and their qualities

Strand 3.0 Pillars of Iman > Sub-strand 3.2 Ulul-Azm Prophets | Lesson 1 of 5 | 40 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) name the Ulul-Azm Prophets; b) describe their qualities

KEY INQUIRY QUESTION(S)

- What lessons do Muslims learn from the Ulul-Azm Prophets?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
VALUE	**Social justice**	Every learner gets a turn and a fair chance to answer.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Social awareness skills**	Learners communicate respectfully and work well in groups.

LEARNING RESOURCES

A copy of the Qur'an (Mushaf) with translation of meanings | Map of Egypt and Sinai | 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

Ulul-Azm | determination | patience (sabr) | Firaun (Pharaoh) | Bani Israil | miracle (mu'jiza) | role model

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Key question: what lessons do Muslims learn from the Ulul-Azm Prophets? What does "determination" mean?" 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	9	Take learners through "Ulul-Azm: prophets of firm determination" (key ideas on the next page), explaining as you go. Use a copy of the Qur'an (Mushaf) with translation of meanings, map of Egypt and Sinai, 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	10	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	9	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	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Why were they called prophets of determination?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Ulul-Azm: prophets of firm determination

They are widely held to be: Nuh, Ibrahim, Musa, Issa (A.S.) and Muhammad (S.A.W.).

Qualities: great patience (sabr) in hardship; firm trust in Allah (S.W.T.); courage before powerful opponents; perseverance in calling people to tawheed over many years; sincerity and good character; forgiveness.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What does Ulul-Azm mean?	**Prophets of firm determination.**
2	Name the five Ulul-Azm Prophets.	**Nuh, Ibrahim, Musa, Issa (A.S.) and Muhammad (S.A.W.).**
3	Name three qualities they shared.	**Patience, courage and trust in Allah.**
4	Why were they called prophets of determination?	**They persevered through great hardship.**

WATCH OUT FOR

No pictures of prophets are used.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Make a qualities chart.
Learners ready for more	Give one hardship faced by Nabii Nuh (A.S.). (Answer: His people rejected him for many years)
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 "the Ulul-Azm Prophets and their qualities" 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 story of Nabii Musa (A.S.)

Strand 3.0 Pillars of Iman > Sub-strand 3.2 Ulul-Azm Prophets | Lesson 2 of 5 | 40 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) narrate the main events in the life of Nabii Musa (A.S.); b) identify his qualities

KEY INQUIRY QUESTION(S)

- What lessons do Muslims learn from the Ulul-Azm Prophets?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
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ORGANISATION OF LEARNING

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KEY WORDS

Ulul-Azm | determination | patience (sabr) | Firaun (Pharaoh) | Bani Israil | miracle (mu'jiza) | role model

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "How can someone stand up to a powerful oppressor?" 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	9	Take learners through "Nabii Musa (A.S.) (well-known account in the Islamic tradition)" (key ideas on the next page), explaining as you go. Use a copy of the Qur'an (Mushaf) with translation of meanings, map of Egypt and Sinai, 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	10	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	9	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	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Which scripture was revealed to Musa (A.S.)?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Nabii Musa (A.S.) (well-known account in the Islamic tradition)
Born when Firaun was killing the baby boys of Bani Israil; his mother placed him in a basket on the river, and he was raised in Firaun's palace.
As a young man he left for Madyan, where he married and worked as a shepherd.
Allah (S.W.T.) spoke to him in the valley of Tuwa and sent him with his brother Harun (A.S.) to Firaun.
He showed signs (his staff, his shining hand), but Firaun refused to free Bani Israil.
Allah parted the sea for Musa and his people; Firaun and his army drowned.
Musa (A.S.) received the Tawrat and patiently led his people despite their complaints.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Who raised Musa (A.S.) as a child?	**Firaun's household.**
2	Who was sent with Musa (A.S.) to Firaun?	**His brother Harun (A.S.).**
3	Name one sign given to Musa (A.S.).	**His staff.**
4	Which scripture was revealed to Musa (A.S.)?	**The Tawrat.**