Grade 5 Islamic Religious Education

Term 3 - 23 complete lesson plans

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

ABOUT THIS PACK

23 complete, ready-to-teach Grade 5 Islamic Religious Education lesson plans for Term 3, covering prohibitions in Islam: evils of gambling, Dua (supplications): Dua on increase in knowledge, etiquette of Islamic wedding celebrations, rights of neighbours, Islamic rules on buying and selling, Al-Isra wal miraj, pledges of aqabah and Constitution of madina.

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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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Why gambling is forbidden, and its effects

Strand 5.0 Akhlaq (Moral Teachings) > Sub-strand 5.3 Prohibitions in Islam: Evils of Gambling | 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) explain why gambling is forbidden (haram) in Islam; b) describe negative effects of gambling

KEY INQUIRY QUESTION(S)

- What are the effects of participating in gambling?
- Why is gambling forbidden in Islam?

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	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
PCI	**Financial literacy**	Examples use shillings and cents, shopping, saving and simple budgets.
PCI	**Citizenship**	Learners connect the work to their rights and duties in the community.

LEARNING RESOURCES

Simple, age-appropriate real-life examples of gambling's effects for discussion

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

gambling | haram | halaal | prohibition

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

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "What do you think might happen to someone who keeps gambling, hoping to win money?" 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	Work through the worked example on the next page, thinking aloud. Use simple, age-appropriate real-life examples of gambling's effects for discussion. Ask learners to predict each step 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: "What does Islam encourage instead of gambling?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Gambling in Islam

Gambling is forbidden (haram) in Islam because it involves gaining money through pure chance rather than honest effort, can lead to addiction, and often causes real financial harm, family conflict, and social problems. Islam instead encourages earning through honest, hard work (halaal earning).

This teaching protects individuals and families from the real harm gambling can cause, not just as an abstract rule.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is another word used for "forbidden" in Islam?	**Haram**
2	Why is gambling considered haram?	**It involves gaining money through pure chance rather than honest effort**
3	Name one negative effect of gambling.	**Any of: addiction, financial harm, family conflict, social problems**
4	What does Islam encourage instead of gambling?	**Earning through honest, hard work (halaal earning)**

WATCH OUT FOR

Present this as a genuine protective teaching, with real reasons, not just a rule to memorise.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Discuss one simple, age-appropriate real-world example of financial harm from gambling, if known, handled sensitively.
Learners ready for more	Why might a family suffer even if only one member of the family gambles? (Answer: Any thoughtful, reasonable reflection on shared financial and emotional impact within a family)
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 "why gambling is forbidden, and its effects" 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.

Discouraging gambling and appreciating halaal earning

Strand 5.0 Akhlaq (Moral Teachings) > Sub-strand 5.3 Prohibitions in Islam: Evils of Gambling | 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) describe ways of discouraging gambling in society; b) appreciate the prohibition of gambling by valuing hard work for halaal earning

KEY INQUIRY QUESTION(S)

- What are the effects of participating in gambling?
- Why is gambling forbidden in Islam?

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	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
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PCI	**Citizenship**	Learners connect the work to their rights and duties in the community.

LEARNING RESOURCES

Simple, age-appropriate real-life examples of gambling's effects for discussion

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

gambling | haram | halaal | prohibition

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

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "What could a community do to help discourage gambling, especially among young people?" 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	Work through the worked example on the next page, thinking aloud. Use simple, age-appropriate real-life examples of gambling's effects for discussion. Ask learners to predict each step 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: "Why should we appreciate the prohibition of gambling by valuing hard work for halaal earning?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Discouraging gambling

Ways of discouraging gambling include education about its real risks and harms, community and family support, promoting alternative, honest ways to earn or build savings, and Islamic teaching that reinforces the value of halaal earning.

Appreciating this prohibition means valuing honest, hard work and patience over the false promise of quick, chance-based riches.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Give one way of discouraging gambling in society.	**Any of: education about risks, community/family support, promoting honest alternatives, Islamic teaching**
2	What does Islamic teaching reinforce as the alternative to gambling?	**The value of halaal earning**
3	Why is honest, hard work valued over the "quick win" of gambling?	**It is reliable and does not carry the real risks and harms of gambling**
4	Why should we appreciate the prohibition of gambling by valuing hard work for halaal earning?	**It protects us from real harm and reflects trust in honest, patient effort over chance**

WATCH OUT FOR

Keep this discussion respectful and focused on genuine protection and positive alternatives, not fear alone.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can describe ways of discouraging gambling in society confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can describe ways of discouraging gambling in society accurately in familiar situations; notices and corrects slips without help.
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Below expectations (BE)	Cannot yet describe ways of discouraging gambling in society without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Give a simple sentence frame: "Instead of gambling, a person could earn money by ___."
Learners ready for more	Write one sentence about why hard, honest work is a better path than gambling, in your own words. (Answer: Any genuine, thoughtful and respectful sentence)
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 "discouraging gambling and appreciating halaal earning" 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?
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