Grade 7 Islamic Religious Education

Term 2 - 37 complete lesson plans

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

ABOUT THIS PACK

37 complete, ready-to-teach Grade 7 Islamic Religious Education lesson plans for Term 2, covering Shirk, Swalah, Zakat, Saum, dimensions of morality in Islam and virtues in Islam.

TOPICS IN THIS PACK

Topic	Name	Lessons
3.2	Shirk	8
4.1	Swalah	10
4.2	Zakat	5
4.3	Saum	5
5.1	Dimensions of Morality in Islam	4
5.2	Virtues in Islam	5

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

Meaning of shirk

By the end of the lesson, the learner should be able to explain the meaning of shirk

> **Meaning of shirk**
> Shirk is associating partners with Allah (S.W.T.): giving any being or thing the worship, power or qualities that belong to Allah alone.
> It is the opposite of Tawhid and the greatest sin in Islam.

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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ELIMU254

Meaning of shirk

Strand 3.0 Pillars of Iman > Sub-strand 3.2 Shirk | Lesson 1 of 8 | 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 explain the meaning of shirk

KEY INQUIRY QUESTION(S)

- Why should a Muslim avoid shirk?
- How can a Muslim avoid shirk?

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	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Spiritual growth**	Developed through the activities in this lesson.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

IRE course book | Charts | 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

shirk | major shirk (shirk al-akbar) | minor shirk (shirk al-asghar) | riya (showing off) | charms (talismans) | fortune-telling | Iman

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: why should a Muslim avoid shirk? What is the opposite of Tawhid?" 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 "Meaning of shirk" (key ideas on the next page), explaining as you go. Use iRE course book, charts, 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: "Can a person who repents be forgiven?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Meaning of shirk

Shirk is associating partners with Allah (S.W.T.): giving any being or thing the worship, power or qualities that belong to Allah alone.

It is the opposite of Tawhid and the greatest sin in Islam.

The Qur'an teaches that Allah does not forgive shirk if a person dies upon it, but forgives other sins to whom He wills (Q.4:48); a person who repents sincerely is forgiven.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is shirk?	**Associating partners with Allah**
2	What is the opposite of shirk?	**Tawhid**
3	What does Q.4:48 teach about shirk?	**Allah does not forgive it if one dies upon it**
4	Can a person who repents be forgiven?	**Yes, sincere repentance is accepted**

WATCH OUT FOR

Using this to label other people; the lesson is about one's own faith.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Contrast Tawhid and shirk on a chart.
Learners ready for more	Why is shirk the greatest sin? (Answer: It denies the right of Allah alone to be worshipped)
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 "meaning of shirk" 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.

ELIMU254

Major shirk

Strand 3.0 Pillars of Iman > Sub-strand 3.2 Shirk | Lesson 2 of 8 | 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 explain major shirk

KEY INQUIRY QUESTION(S)

- Why should a Muslim avoid shirk?
- How can a Muslim avoid shirk?

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	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
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LEARNING RESOURCES

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ORGANISATION OF LEARNING

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KEY WORDS

shirk | major shirk (shirk al-akbar) | minor shirk (shirk al-asghar) | riya (showing off) | charms (talismans) | fortune-telling | Iman

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: "Search reference books for the types of shirk and note them." 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 "Major shirk (shirk al-akbar)" (key ideas on the next page), explaining as you go. Use iRE course book, charts, 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: "Who alone knows the unseen?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Major shirk (shirk al-akbar)
Worshipping idols, stars, spirits or people besides Allah.
Praying or sacrificing to anything other than Allah.
Believing someone other than Allah creates, controls or knows the unseen.
Loving or obeying anyone in a way that puts them above Allah.
Major shirk takes a person out of Islam.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is major shirk?	**Worshipping or giving Allah's rights to others**
2	Give two examples of major shirk.	**Worshipping idols and sacrificing to spirits**
3	What does major shirk do to a person's Islam?	**Takes them out of Islam**
4	Who alone knows the unseen?	**Allah (S.W.T.)**

WATCH OUT FOR

Judging individuals; scholars, not learners, decide such matters.