PP1 Islamic Religious Education

Term 3 - 11 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 30-minute lessons | PDF and editable Word

ABOUT THIS PACK

11 complete, ready-to-teach PP1 Islamic Religious Education lesson plans for Term 3, covering pillars of Islam: Shahadah, greetings, toileting, Islamic phrases: Bismillah and Alhamdulillah, respect for places of worship (Masjid) and Eid celebrations.

TOPICS IN THIS PACK

Topic	Name	Lessons
3.1	Pillars of Islam: Shahadah	3
4.1.1	Greetings	1
4.1.2	Toileting	2
4.1.3	Islamic Phrases: Bismillah and Alhamdulillah	1
4.3	Respect for Places of Worship (Masjid)	2
5.1	Eid Celebrations	2

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 shahadah

By the end of the lesson, the learner should be able to recite the shahadah

> **The first pillar**
> The shahadah is the first pillar of Islam. Muslims say it to testify that there is no god but Allah, and Muhammad is His messenger.

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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4	Assalamu alaikum	4.1.1 Greetings	12
5	Entering and leaving the toilet	4.1.2 Toileting	15
6	Using water and washing hands	4.1.2 Toileting	18
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The shahadah

Strand 3.0 Devotional acts > Sub-strand 3.1 Pillars of Islam: Shahadah | Lesson 1 of 3 | 30 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 recite the shahadah

KEY INQUIRY QUESTION(S)

- Who can recite the shahadah?
- Who says the shahadah?

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	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Love**	Learners help a classmate who is stuck.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
PCI	**Self-awareness**	Developed through the activities in this lesson.
PCI	**Religious virtues**	Developed through the activities in this lesson.

LEARNING RESOURCES

A trusted audio recording of the shahadah | Anashid or qasida on the oneness of Allah | Stencils, paint and card for a shahadah picture frame

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

shahadah | pillar | one | messenger | Subhanahu wa ta'ala

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
4 min	7 min	8 min	7 min	4 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Key questions: who can recite the shahadah? Who says the shahadah?" 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	7	Take learners through "The first pillar" (learning activity on the next page), explaining as you go. Use a trusted audio recording of the shahadah, anashid or qasida on the oneness of Allah, stencils, paint and card for a shahadah picture frame. 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	8	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	7	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	4	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Who is Allah's messenger?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

The first pillar

The shahadah is the first pillar of Islam. Muslims say it to testify that there is no god but Allah, and Muhammad is His messenger.

Listen to the recording, then repeat it phrase by phrase after the teacher: "La ilaha illallah, Muhammadur rasulullah." Pronunciation comes from the teacher or recording.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is the first pillar of Islam?	**The shahadah**
2	Repeat the shahadah after me.	**Child repeats**
3	How many gods do Muslims believe in?	**One, Allah**
4	Who is Allah's messenger?	**Prophet Muhammad (S.A.W.)**

WATCH OUT FOR

Shy children; recite together.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	One phrase at a time.
Learners ready for more	Recite it by yourself. (Answer: Child recites)
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 shahadah" 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

Exalting Allah's name

Strand 3.0 Devotional acts > Sub-strand 3.1 Pillars of Islam: Shahadah | Lesson 2 of 3 | 30 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 say Subhanahu wa ta'ala when Allah is mentioned

KEY INQUIRY QUESTION(S)

- Who can recite the shahadah?
- Who says the shahadah?

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	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Love**	Learners help a classmate who is stuck.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
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LEARNING RESOURCES

A trusted audio recording of the shahadah | Anashid or qasida on the oneness of Allah | Stencils, paint and card for a shahadah picture frame

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

shahadah | pillar | one | messenger | Subhanahu wa ta'ala

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
4 min	7 min	8 min	7 min	4 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "What do we say after the name of Allah?" 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	7	Take learners through "Subhanahu wa ta'ala" (learning activity on the next page), explaining as you go. Use a trusted audio recording of the shahadah, anashid or qasida on the oneness of Allah, stencils, paint and card for a shahadah picture frame. 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	8	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	7	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	4	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Why do we say these phrases?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Subhanahu wa ta'ala

When Allah's name is mentioned, Muslims often add "Subhanahu wa ta'ala" (S.W.T.), glorified and exalted is He. Game: the teacher says sentences; when "Allah" is heard, children reply "Subhanahu wa ta'ala"; when "Prophet Muhammad" is heard, they reply "Swalallahu Aleyhi Wassalaam".

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What do we say after "Allah"?	**Subhanahu wa ta'ala**
2	What do we say after "Prophet Muhammad"?	**Swalallahu Aleyhi Wassalaam**
3	Listen and reply in the game.	**Child replies**
4	Why do we say these phrases?	**To show love and respect**

WATCH OUT FOR

Mixing up the two phrases; practise slowly.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Use two picture cards (a Kaaba for Allah, a palm tree for the Prophet).
Learners ready for more	Lead the game. (Answer: Child leads)
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 "exalting Allah's name" 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.
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Write this after teaching - what worked, what to change, which learners need follow-up.