PP2 Islamic Religious Education

Term 3 - 33 complete lesson plans

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

ABOUT THIS PACK

33 complete, ready-to-teach PP2 Islamic Religious Education lesson plans for Term 3, covering Islamic etiquette: manners of eating, Islamic phrases: Jazakallah Khayr, Islamic phrases: in shaa Allah, relationship: places of worship, Prophet Muhammad (S.A.W.) and Eid activities.

TOPICS IN THIS PACK

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4.3	Relationship: Places of Worship	5
5.1	Prophet Muhammad (S.A.W.)	7
6.1	Eid Activities	7

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

Washing hands before eating

By the end of the lesson, the learner should be able to wash hands before eating

> **Clean hands**
> The first manner: wash hands with soap and water before eating. Sing a nashid about manners of eating.
> Every child washes hands at the basin.

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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Washing hands before eating

Strand 4.0 Akhlaq (Moral Teachings) > Sub-strand 4.1.3 Islamic Etiquette: Manners of Eating | Lesson 1 of 7 | 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 wash hands before eating

KEY INQUIRY QUESTION(S)

- What manners do you observe while eating?
- Why should we observe manners of eating?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Love**	Learners help a classmate who is stuck.
PCI	**Health issues**	Examples link to healthy habits at home and at school.

LEARNING RESOURCES

A basin, soap and towel | Plates and a small snack (with parents' consent) | Picture cards of good and bad eating habits | A worksheet of Bismillah and Alhamdulillah to colour

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

manners | Bismillah | Alhamdulillah | right hand | wash | waste

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 do before we eat?" 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 "Clean hands" (learning activity on the next page), explaining as you go. Use a basin, soap and towel, plates and a small snack (with parents' consent), picture cards of good and bad eating habits. 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 wash hands?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Clean hands

The first manner: wash hands with soap and water before eating. Sing a nashid about manners of eating. Every child washes hands at the basin.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What do we do before eating?	**Wash hands**
2	What do we use?	**Soap and water**
3	Show how you wash.	**Child shows**
4	Why do we wash hands?	**To remove germs**

WATCH OUT FOR

Clean towels only.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Picture steps.
Learners ready for more	Remind a friend to wash. (Answer: Child reminds)
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 "washing hands before eating" 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

Saying Bismillah

Strand 4.0 Akhlaq (Moral Teachings) > Sub-strand 4.1.3 Islamic Etiquette: Manners of Eating | Lesson 2 of 7 | 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 Bismillah before eating

KEY INQUIRY QUESTION(S)

- What manners do you observe while eating?
- Why should we observe manners of eating?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
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

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

manners | Bismillah | Alhamdulillah | right hand | wash | waste

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 Muslims say before eating?" 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 "Bismillah" (learning activity on the next page), explaining as you go. Use a basin, soap and towel, plates and a small snack (with parents' consent), picture cards of good and bad eating habits. 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: "What if we forget at the start?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Bismillah
Before eating we say "Bismillah" (in the name of Allah). Saying it makes eating an act of ibadah.
Children take turns saying Bismillah in pairs.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What do we say before eating?	**Bismillah**
2	What does it mean?	**In the name of Allah**
3	Say it to your partner.	**Child says it**
4	What if we forget at the start?	**Say it when we remember**

WATCH OUT FOR

Keep it joyful.